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ABSTRACT

This volume is the second of a two-volume series which surveys the extent to which sex, race, and class bias can be found in commonly used elementary-level instructional materials in Manitoba, Canada. Analysis of materials used in grades four through six indicates that the negative biases present in the kindergarten through grade three materials (the focus of the first volume) recur and in fact increase in number and subtlety as children are exposed to a greater variety of learning resources and to more complex concepts. Primarily, the volume is devoted to the evaluation of approved texts for language arts and social studies; however, texts in the areas of mathematics and science are analyzed, and recommendations for nonsexist practices in the areas of health and physical education are made. Concluding sections offer guidelines for eliminating sexism; a brief list of strategies for changing race, class, and sex bias in informal and formal school contexts, among parents, and in the community; an annotated bibliography of non-biased books; a thematic bibliography; and an annotated bibliography of texts that were found to present positive images of real and fictional characters. (Author/PH)

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Volume II

Confronting the Stereotypes

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Grades 4-6

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CONFRONTING THE STEREOTYPES FOR GRADES 4-6:

A HANDBOOK ON BIAS

Curriculum Services Branch

Manitoba Department of Education

1980

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PREFACE

Confronting the Stereotypes for Grades 4-6 is the second publication of a two-volume series which provides a survey of the extent to which sex, race and class bias can be found in commonly used learning materials in Manitoba. Confronting the Stereotypes for Kindergarten to Grade 3 was distributed in 1977. It has subsequently been reprinted in cooperation with the Manitoba Human Rights Commission and is available from the Curriculum Services Branch, Manitoba Department of Education.

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INTRODUCTION

Like the Kindergarten-Grade 3 textbook survey that preceded it, this edition of Confronting the Stereotypes, prepared for Grades 4-6, examines the learning materials approved for use in Manitoba schools to determine whether they give a fair and accurate portrayal of society. In the context of the survey, three types of bias are examined:

Sexism:	prejudice or discrimination based on sex, that is, on the assumption that one sex is inherently superior to the other. Of particular concern is the incidence of bias against women within the texts.
Racism:	bias resulting from the belief that race is the primary determinant of human traits and capabilities, and that racial differences produce an inherent superiority or inferiority of a particular race. Of particular concern is the treatment of racial minorities.
Class-bias, or elitism:	prejudice or discrimination based upon characteristics of class, that is, according to social-economic determinants. Of particular concern is the assumption that members of the working-class who lack a high level of education or training and material success are less worthy members of society.

This analysis indicates that the negative biases present in the K-3 materials recur at the 4-6 level. However, they increase in number and in subtlety as children are exposed to a greater variety of learning resources and to more complex concepts.

In many of the textbooks examined, the overwhelming image of Canadians is that they are economically secure and happily living in two-parent Anglo-Saxon families consisting of the breadwinner-father, the housewife-mother, an active, adventurous son and a neat, well-behaved daughter. Whether or not this is an agreeable image, the fact is that for many children this "model" family situation is not one they can either understand or identify with.

Some realities of Canadian life which are not evident in the learning materials examined are as follows:

1. Approximately one-fifth of Canadian children are being raised by a single parent, yet this proportion is not apparent in the learning materials.

2. Females, who comprise half of the population, are seriously underrepresented and appear in a very limited number of traditional roles. Although 45% of Canadian women are currently in the labor force, textbooks show scant recognition of that fact and seldom present young girls with realistic role models or methods of preparing for their futures.

3. In many textbooks, Canada's cultural and ethnic mosaic is not readily apparent. Although only 45% of Canadians are of Anglo-Saxon origin, stories of their culture and lifestyles predominate. Characters with French backgrounds and immigrants from other areas of the world are almost non-existent in texts. Canada's native people receive slightly more recognition, but they are usually presented in traditional settings or in legends and myths. Few selections deal positively with modern native people.

4. Similarly, little attention is paid to families living below the poverty level. Poverty appears to exist only in fables and legends where it can be remedied by the wave of a magic wand.

It is recognized that all teachers may not view the examples of bias identified in this report as important enough for classroom attention. Taken singly, they often seem insignificant. But because a child forms attitudes and values as a result of cumulative experience, it is important that classroom materials portray people of different sexes, races and classes fairly and accurately. Although texts do not need to be an exact replica of society, children should be able to recognize themselves in some of the selections and feel good about their part in society.

Despite the shortcomings of some of the materials examined, much of value exists in the texts approved for the 4-6 level. Furthermore, the biases that have been noted can be used to help students look critically at what they read and hear. It is imperative, however, that sexual, racial and class bias be openly confronted, examined critically and handled in such a way as to teach respect for the rights and values of others.

This publication presents ways of confronting the biases which exist in many selections and suggests substitute or additional materials to allow all children to feel a part of the learning environment. The goal is not to pretend that all people are the same but to help teachers establish an environment in which all children can develop a positive sense of themselves and their community.

DO'S AND DON'TS FOR TEACHERS AND SCHOOLS

Teacher awareness is the key to dealing with bias in the classroom. The suggestions presented here are intended to help teachers create a learning environment where students can participate fully, regardless of their sex, race, or economic backgrounds.

Teacher - Student Interaction

Don't excuse behavior in one sex you would not tolerate in the other, e.g., allowing boys to fight, but discouraging aggression in girls because it is "unladylike."

Don't teach different manners to boys and girls, e.g., expecting boys to open doors for girls, insisting on "ladies first."

Do decide what is acceptable behavior for all students and encourage them to be courteous and helpful.

Don't use sexist language such as "sissy," "tomboy," "old maid."

Don't use "man" to mean "person" or mankind to mean "human kind."

Do check textbooks and other materials for biased content. Are females merely the possessions of males? e.g., "John's wife," "Peter's mom?" Are girls and women adequately and positively represented?

Don't divide the students in class on the basis of sex for group activities, line-ups, field trips, outings or sports equipment allocation.

Do use means such as the alphabetical order of names or spatial location in the classroom when it is necessary to divide the class into smaller groups.

Do encourage boys and girls to play together during recess, team sports and recreation periods and to work together on school projects, science experiments, etc. Show that friendships between boys and girls are not silly.

Don't assume that boys and girls will have different abilities or interests based on their sex.

Do encourage all students to use manipulative materials such as screwdrivers and hammers; use sewing machines to make personal items; learn to cook basic foods.

Do review the assignment of jobs. Let girls locate and run the projector, help the janitor, set up the science corner; let boys clean up tables, scrub out sinks, help secretaries, look after younger children. Make sure everyone is familiar with what each job entails.

Don't assume that people of different sexes, races or ethnic groups have unique inborn characteristics.

Don't assume that everyone can "make it" just by trying harder.

Do encourage the understanding that our environment shapes our lives and that people cannot excel in any area without opportunities.

Don't assume that either sex, or any racial group is innately passive or aggressive.

Do try to interact with the less demanding students. Encourage hesitant students to participate in activities.

Don't assume that children from lower-income families or children of recent immigrants to Canada are less intelligent than children from middle-class or established Canadian families.

Don't assume that a child from a minority background is culturally deprived.

Do encourage all children to maximize their potential by providing equal opportunities for all.

Do provide accurate and complete explanations of the contributions of racial minorities, immigrants and the working-class to the growth and development of Canada.

Do check to see that books and other classroom materials do not over-emphasize an Anglo-Saxon, middle-class way of life.

Don't assume that all families can afford the cost of gym clothes, field trips, etc.

Do try to have your school set up a special fund to assist low-income families who can't afford to pay for school activities.

Don't allow students to use derogatory terms in reference to a person of a different race, sex, or socio-economic group.

Do confront stereotyping and prejudice when you encounter it.

Teacher Interaction

Don't always assign to women teachers the "housekeeping" tasks to be done at school.

Don't let only male teachers assume positions of authority or act in supervisory capacities, i.e., chairing meetings, setting up audio-visual equipment.

Do encourage fellow staff who are women or members of minority groups to apply for administrative positions, head teachers' committees, be active in the M.T.S.

Do have an in-service on bias and its effects on the students. Encourage the establishment of affirmative action programs.

Do use non-sexist language in letters to parents, memos and meetings.

ANALYSIS OF APPROVED TEXTS

FOR

LANGUAGE ARTS

Criteria Used to Analyse Texts

An analysis of many of the language arts texts currently used in Manitoba's elementary schools is provided on the following pages. To evaluate the textbooks, a number of specific questions were asked. These questions and the rationale upon which the analysis was based are outlined below:

1. What percentage of major characters are male and female?

   The distribution of male and female characters in educational materials ought to reflect the actual distribution of males and females in the population. The argument that male-oriented material is necessary to counter the feminine atmosphere of our elementary schools and to help boys who have more reading difficulties is detrimental to the growth of female students. Girls as well as boys enjoy reading about active, adventurous characters. "To provide a parade of negative and inadequate female characters as role models for female students in order to benefit the male pupils is a philosophy that cannot be supported by teachers working to provide equal educational opportunities for all students." [1]

2. What adult role models are presented to boys and girls in language arts materials?

   Boys and girls should be presented with a wide range of career options. Although a multitude of role models exist in the community, the options presented in classroom materials often are limited and defined by the sex of the characters. The importance of providing occupational encouragement to girls should be understood in the following context:

   (a) Canadian economists predict that 90% of the present population of teenage girls will be in the labour force approximately twenty-five years;

[1] Farquhar-Dunn and Burr, Sex Stereotypes in Elementary and Secondary Education (Los Angeles: Westside Women's Committee, n.d.), p. 8.

(b) the life expectancy of a woman today is over seventy years. If her last child is born before she is thirty, which is likely, then she has the potential of being in the work force for thirty or forty years;

(c) nearly 20% of children are being raised in single parent - families headed predominantly by women;

(d) almost 45% of Manitoba women are wage earners; about 75% of Manitoba men are wage earners;

(e) relatively few women attain top administrative positions in the labour force;

(f) the difference in wages between men and women is increasing.

3. What diversity in the characters' racial, ethnic, and economic background is illustrated?

Canada is made up of many people representing a variety of ethnic, racial and economic groups. This composition should be reflected in the materials students read.

4. What specific examples of stereotyping or negative images exist in the material?

As much as possible, selections should be factually correct, free of negative biases and sex, race, or class stereotypes that can lead to discrimination.

In some of the series analysed, a few selections were identified as presenting a less than accurate picture or a potentially damaging viewpoint. In these instances Alternative Readings are suggested to replace the biased content. In other cases Additional Readings have been included to broaden a student's perspective on a particular theme.

A summary of the role models provided for students follows the reviews of authorized language arts texts. This summary focuses on the number of male and female main characters as well as the number and the range of occupations in the texts. Classroom activities that correlate with the stories are also suggested.

Reports are arranged in alphabetical order by publisher and according to grade level within each language arts series. Check this publication at the same time that you consult the teacher's editions of the books. It is hoped that this analysis of texts will assist in the selection of materials that are both interesting and meaningful to a variety of students.

PUBLISHER: Gage Publishing Limited SERIES: New Basic Readers

MAIN CHARACTERS:

Selections	149
Male	90
Female	13
Neither	31
Both	15

GENERAL COMMENTS:

Many selections in the Gage reading series contain examples of sex, race, and class bias. For instance, there is little recognition of the multi-ethnic character of Canada. Minority groups are depicted in traditional or historical settings with little acknowledgement of their participation in the contemporary Canadian experience. Few stories of children from poor or working-class families are included. As a result, the middle-class way of life is overemphasized and an inaccurate picture of Canadian society is presented.

Although it is estimated that about 20% of children are from single-parent families, there are very few stories which recognize this fact. The sexual distribution of major characters is grossly unbalanced. There are 149 stories and only 13 with female main characters. Similarly, there are 7 times more occupations presented for boys and men than for girls and women.

It is suggested that this series, if used, should be supplemented with a significant amount of material about poor and working-class families, racial and ethnic minorities in contemporary situations, positive image stories about women and girls, and stories which acknowledge alternative family structures.

PUBLISHER: Gage Publishing Limited TEXT: Ventures (1968)

MAIN CHARACTERS:

Selections	49
Male	30
Female	4
Neither	10
Both	5

ADULT ROLE MODELS:

Male: cowhand, cattle rancher, leather worker, bus driver, store clerk, father, stable owner, salesperson, farmer, settler, explorer, guide, trapper, teacher, Indian chief, political leader, police, firefighter, forest ranger, logger, doctor, sailor, pilot, king, guard, dog sledder, musician, cobbler.

Female: schoolteacher, mother, librarian, wife, writer, poet, goatkeeper.

RACE AND CLASS:

Only 3 ethnic groups other than Anglo-Saxons are represented in this book. Some of the stories about Japanese and Hungarian people are stereotyped, whereas those about North American Indians show a lack of knowledge about native life and customs. Only one story portrays native people in contemporary times, and the only non-middle class stories are historical ones.

GENERAL COMMENTS:

To present more balanced and realistic experiences, this book should be supplemented with positive image stories about girls and women and contemporary stories about Indians, Inuit, the working class, and poor people.

EXAMPLES OF NEGATIVE BIAS:

This Is My Rock

p. 37 Problem: Although this poem is equally applicable to boys and girls, the illustration identifies the subject of the

This Is My Rock (cont'd.)

poem as male. When so many selections in this book are male-oriented, it is unfortunate to have this neutral poem also identified as male.

Suggestion: Ask the children to draw an illustration for this poem and include themselves in it.

The Day We Made the Electro-Thinker

p. 42 Problem: The boys exclude Annabelle on the grounds that she is a girl. When the boys call her "smart Annabelle," it is not meant as a compliment.

Suggestion: Discuss with the class how it feels to be excluded. Tell the class that in the afternoon all blonde students will have an extra physical education period. All other students will have a math test. Discuss their reactions. Show them that excluding people because of their sex is as unacceptable as excluding them because of hair colour.

Hockey and Teacups

p. 85 Problem: The mother says, "Boys are always hungry and thirsty."

Suggestion: Ask the children what kind of people eat more and why. Direct the discussion to active and growing people who need more food. Point out that it is not only boys who need to eat good meals.

The Wilderness Is Tamed

p. 92 Problem: This poem suggests that the land was wild and unused before the Europeans came. This lack of knowledge of land use among the Indians misleads readers.

Suggestion: It is suggested that this poem not be used unless information on Indian land use is available to the class.

Land of the Birch-Bark Canoe

p. 111 Problem: There is no explanation of why the "Skraelings" killed Thorvald, a Viking.

Suggestion: Most history books are written from an European viewpoint. Explain the feelings the Indians and Inuit had when their land was invaded by strange people. Many conflicts have arisen when people try to protect their homes and life-styles.

p. 114 Comment: Although the narrative mentions that men and women made the canoes together, the illustration shows two men.

Little Giant of the Prairie

p. 116 Comment: The statement, "only the Indians knew what that unexplored land looked like," is contradictory. If the Indians knew what the land was like, then it wasn't unexplored.

p. 124 Problem: The Indians of the plains are portrayed as friendly, yet the stories "Leif Erikson" and "Land of the Birch-Bark Canoe" tell us that Indians killed a Viking.

Suggestion: A discussion of the differences between the hostile and friendly situations might be helpful.

Chief Pine-Tree Goes to School

p. 126-129 Comment: The paternalistic attitude that characterizes this story is evident in such statements as: "the king had made him Sir William Johnson and ordered him to guard the interests of the Mohawks," and "Sir William Johnson's word was law throughout the Mohawk Valley."

p. 132 Problem: The story states, "The Master was not really unkind," yet he beat the pupils with a rod and made them ask permission for even a drink. These actions are unkind and cruel in today's context and should be discussed with sensitivity.

Chief Pine-Tree Goes to School (cont'd.)

Suggestion: Ask the students for their response to the master.

p. 133 Problem: Joseph Brant says, "I wish we could hunt and fish and go on the warpath as Indian braves have always loved to do." Although warfare played an important role in some Indian societies, this statement, perhaps, misrepresents its general significance.

Suggestion: This story seems to have no redeeming historical value. Why not omit this selection and have the children look up the activities young Mohawk people took part in instead?

Pony Penning Day

p. 231 Problem: "All the people on the round-up were men."

Suggestion: Read some stories about women and horses.

Additional Reading: "To Become A Champion" in People Like Me.

A Nation's Strength

p. 246 Problem: This poem completely ignores women's roles in strengthening and developing a country.

Suggestion: Discuss the roles of pioneer women in the west and of Indian women in teaching survival skills to the new settlers.

Alternative: "Families in the Past" in the "Living in Families" kit from the Department of Education.

The Boy Captive

p. 248 Problem: There is a very negative image of Indian people in this selection. Statements such as "the Indians were on the warpath" are given without any explanation that the Indians were fighting for their homelands. Other statements such as "screaming their fierce war whoops,"

The Boy Captive (cont'd.)

"glowering at him fiercely," and the use of the word "squaw" to refer to Indian women are equally offensive. ("Squaw" is a corruption of the Cree word, Iskwao, meaning woman. Since the Indians are not Cree, the word is used out of context.)

Suggestion: Consider omitting this selection altogether.

Alternative Reading: Lenski, Indian Captive.

The Song My Paddle Sings

p. 271 Comment: The positive picture presented in this story might come from the fact that the native people are acting in a way that is acceptable to Europeans in Canada.

"Getting Off The Ground" in Canada

p. 286 Problem: A woman is described as "a pretty young women." The descriptions of men in this selection make no reference to their beauty.

Suggestion: Ask the children what it would sound like if men were described in the same terms as women. Also ask whether the young women's or the men's looks have anything to do with the story.

The Snow Eagle

p. 288 Problem: David, a white boy, had trouble pronouncing his friend Tom's Indian name. This may be interpreted as an insult by native people and others whose names are not familiar.

Suggestion: Ask the children what David's real attitude to Tom must be if he couldn't even take the time to learn his friend's name. Discuss the names of people from different countries and show similarities in names like Mary, Marie, etc.

p. 290 Comment: Tom says, "no man goes to the Barrens. Only the Eskimo." If no men go there and Eskimos do, then all Eskimos must be women.

The White Parrot

p. 312 Comment: As in most fairy tales, the characters are stereotyped: the sister is the selfish housekeeper, the brother is brave. This story deviates a little from the rigid stereotype when the sister goes to find her brother and rescues him from his fate. Still, this change in roles does not really compensate for the negative image of the girl given earlier in the story.

The Seven Ravens

p. 325 Comment: The first paragraph of this selection states that a man had seven sons and wanted a daughter. He got his wish and a little girl was born to the family. Not once is the mother mentioned.

The Palace Made by Music

p. 337 Problem: "No boy in the kingdom could make sweeter music." Does this mean that girls could not make sweeter music or that no girls played music? The writer of this story ignored females altogether.

Suggestion: Have the children find a picture of a modern orchestra and count the women. The children could also do some research on female musicians.

The Amiable Giant

p. 346 Problem: The giant did his laundry on Monday and his ironing on Tuesday "because he was a bachelor and lived by himself." The implication is that, wives are around to do housework.

Suggestion: Have the students discuss work in the home and outline the jobs done. Ask them to discuss how jobs should be shared. Encourage students to be aware of the work in the house done by men.

The Lost Stagecoach

p. 381 Comment: This selection is a great improvement over most of the stories in this book which show class and sex bias. However, because Mr. Carter does not recognize Margaret as David's equal, he assigns the chores in a stereotyped way. He asks her to set the table and gives the gun to David although neither child has had any experience with guns.

Problem: The main problem of this novel is the use of the word "squaw" to refer to one character who is usually noted as a possession.

Suggestion: Explain to the class why squaw is not an acceptable term. Squaw is a corruption of the Cree word, Iskwoa, meaning woman. White people pronounced it improperly and used it in a derogatory way. Since the setting for this novel is not even in Cree territory, there is no reason to use this word. Have the class think of different words which would not be insulting to the woman. Then let the class choose the best word and have them use this word instead in the selection.

p. 396 Problem: Margaret asks if the "stagecoach was ever held up by bandits or Indians?" David asks if "the drivers ever fight with Indians?" Carbine answers that "The Indians were mostly friendly."

Suggestion: Point out to the children that Indians and bandits are not one and the same. Also ask the children how they would feel if intruders took over a place they considered their own. This was the situation the Indians were faced with during the influx of gold seekers.

p. 433-434 Comment: The Indian man and woman are depicted as speaking broken English. Point out to the class that English was probably a second language for them. Their native language likely had different speech patterns.

p. 489 Comment: "One story has it that a frightened Indian came hightailing it up Jackass Mountain, looking like he'd seen some terrible evil spirit." This quotation refers to the first time this Indian had seen a steam tractor. Anyone unfamiliar with an engine or mechanical vehicle would be afraid to see a huge noisy machine that blasted out steam and smoke.

The Lost Stagecoach (cont'd.)

p. 540 Problem: "His gaily costumed squaw."

Suggestion: Point out that the traditional dress for any ethnic group is not a costume.

PUBLISHER: Gage Publishing Limited TEXT: Vistas (1969)

MAIN CHARACTERS:

Selections	45
Male	31
Female	4
Neither	9
Both	1

ADULT ROLE MODELS:

Male: father, basketball player, jockey, orchestra teacher, caretaker, security guard, shoe store owner, gaucho, science teacher, rubber collector, admiral, weaver, priest, astronomer, boatswain, farmer, ship's captain, crofters, hunters, trappers, R.C.M.P., colonel, governor, sailors, naturalist, rescue diver, railway inspector, railway workers, railway engineer, doctor, police officer, rancher, ranch hands, messenger, accountant, inventor, soldier, chef, miner, logger, stone carver, builder, bee keeper, auctioneer, historian, king, duke, minister, count, earl, editor, blacksmith, submarine crew, captain, mechanic, ship's pilot, forest ranger.

Female: mother, farmer, fisher, nurse-anesthetist, bee keeper.

RACE AND CLASS:

Seven selections are about working-class people, and fourteen selections are neutral as far as class is concerned. However, the majority of the stories in this book are about white, middle-class males. There are no poor people depicted in contemporary settings. Minority races and ethnic groups are also underrepresented.

GENERAL COMMENTS:

Positive image materials on women, minority groups, working-class and poor families should accompany this book. In addition, it is important that a unit be taught on occupations which clearly emphasizes alternative choices for both males and females.

EXAMPLES OF NEGATIVE BIAS:

"Horses" Can Be Dangerous

p. 11 Problem: Mother is shown to lack wisdom and understanding because of her refusal to buy safety guards for Matt's glasses.

Suggestion: Point out that while mother's decision might be unreasonable, her anger was not. Discuss some solutions to Matt's problem. Perhaps he could help to pay for the guards.

The Sound of Summer Running

p. 28 Problem: "Tennis shoes...knew what boys needed and wanted."

Suggestion: Ask if only boys wear and enjoy tennis shoes. Discourage the use of sexist terminology.

Once is Enough

Comment: This seems to be a pointless story which will only reinforce the stereotype that girls love to cook and fuss.

Our Home, Our Land, Our Canada

p. 84 Comment: Statements like "all men can be free" and "blest with men of high endeavour" are sexist. Make students aware of the discrimination inherent in such language. Women are also people "of high endeavour" and have made many contributions to the development of Canada.

Zebulon's Black Box

Comment: It is indeed rare to find a pioneer woman in such a strong role.

Suggestion: Have the students find out about education for women in the 1800's and discuss. Is it true men would not have wanted a wife who could read? Was their reason a good one?

Zebulon's Black Box (cont'd.)

p. 112 Problem: "Martha put her hands over her ears and screamed."

Suggestion: Is it not likely that Martha's brother would also be alarmed in this situation?

Home in the Valley

Suggestion: Read Never Done by the Corrective Collective for a contrasting view of the hardships faced by the Scottish settlers in Red River.

Decision at Blackfoot Crossing

Comment: This excellent story has a good section on democracy within the Blackfoot Confederacy.

p. 134 Comment: "We are many and they are few." Is this the case now? Discuss how the nineteenth-century Indian population was reduced by wars, disease, reserve life, etc.

Note that the importance of women's work is addressed in this story. The survival of the tribe depended on male and female cooperation.

Death of a Blackfoot Chief

p. 145 Comment: "And the white man's prayers have all ben told." Discuss why he says this. Many Indians adopted Christianity to become "civilized" like white people. Does Crowfoot believe fully in this new religion? How do we know? Find out about native religious beliefs before Christianity was introduced to the Indians.

A Dog and a Glacier

p. 161 Problem: "Man and his dog."

Suggestion: Instead of this sexist terminology, words could be chosen that would not exclude females. Women and girls also develop friendships and work with dogs. Have the girls in the class talk about their dogs.

Monsieur le Pelican

p. 185 Comment: It would be useful to use a map of Africa to locate where Schweitzer worked. What country is this now? What is life like now? Help the students to realize that African countries are changing.

Archer of Lamont

p. 226 Problem: "Joe's wife."

Suggestion: She should be referred to by her name, Anna, or Mrs. _____.

p. 235 Problem: "Most of the babies...arrived without a doctor's help."

Suggestion: Some mention could be made here of the midwives in communities and the help women offered each other at childbirth time.

Rescue by Air

Comment: This story might be followed up with "Vi Milstead, Pilot" in Seeking Adventure.

The Intruders

p. 296 Problem: The term "human" is more appropriate than "man."

Suggestion: Discuss with the class whether "man" means human beings or just men? Do the girls feel excluded by this terminology? This is an excellent selection to begin a discussion of ecology, including the pros and cons of hunting.

Bowl of Peas

p. 313 Problem: Women are stereotyped as crazy drivers.

Suggestion: Point out that statistics do not bear out this characterization. In some instances, insurance companies charge lower premiums for women because they are involved in fewer accidents than men.

Bowl of Peas (cont'd.)

p. 316 Problem: "This will be no place for a couple of men this afternoon."

Comment: It is implied that collecting antiques is an inferior female hobby of no interest to men. This should be discussed in class.

p. 319 Comment: Why does Mrs. Kozak talk with an accent? What nationality is she? This is a good opportunity to discuss the fact that people who have immigrated to Canada often have learned English as a second language. Isolation and lack of opportunity have affected the development of fluent language skills.

Time Cat

Comment: This story would provide a good opportunity to discuss colonialism. What motivated the Spanish to send men to South America? The students could do research on the great Inca civilization.

The Man with the Pitchfork

Comment: Exposing children to historical fiction is an excellent way to arouse interest in Canadian history. This novel is set in Upper Canada during the 1837 rebellion. The story deals positively with women's work in the household.

p. 374 Suggestion: Follow up the statement "Mr. Ward had voted" by pointing out that women were not allowed to vote until much later in Canadian history.

PUBLISHER: Gage Publishing Limited TEXT: Cavalcades (1970)

MAIN CHARACTERS:

Selections	55
Male	29
Female	5
Neither	12
Both	9

ADULT ROLE MODELS:

Male: company owner, builder, research chemist, hotel manager, Lieutenant Governor, scientist, lawyer, business person, ship's captain, prince, mayor, police captain, knight, painter, teacher, minister, labourer, professor, astronomer, engineer, astronaut, game warden, soldier, farmer, artist, fisher.

Female: athlete, violinist, farmer, nurse.

RACE AND CLASS:

The majority of the selections in this text present predominately Anglo-Saxon characters and situations. Therefore, native, poor, and minority children will find little with which to identify. Third World people are consistently presented as ignorant, often savage, and invariably poor.

GENERAL COMMENTS:

There are 5 selections that feature females as the major characters. One of these is a poem; one is a story about a female lion. Of the remaining three, two are rather good. However, 5 stories about females out of a total of 55 is a dismal representation. Without additional material provided on women and girls and individuals who are not Anglo-Saxon, or middle-class, the book will present a biased and unrealistic view of the world.

EXAMPLES OF NEGATIVE BIAS:

This World of Men

Problem: This is the first section in this book. The words "man" or "men" have both a general meaning (humans) and a specific meaning (male gender). Neutral words such as "individuals," "humans," "people" are not exclusive and could have been easily substituted.

Suggestion: Ask the students to find other appropriate titles for this selection; discuss their choices with the class, and vote on the best section title. See the section on terminology.

A Son of India

p. 42 Problem: A very traditional division of labour is shown in this selection. Although United Nations examples have demonstrated that almost 70% of all work done in the world is performed by women, this story portrays males as the primary bread-winners and overlooks the significant role of women in the world economy.

Suggestion: Point out that almost all farm families throughout the world work together during planting and harvest times.

Additional Reading: Corrective Collective, Never Done.

The Witch Doctor's Trial

Suggestion: Teachers might find Nurses, Midwives and Witches by Barbara Ehrenreich and Deirdre English an interesting booklet to read. It traces the development of the medical profession from a female-dominated to a male-dominated one.

The Secret Pitch

p. 84

Comment: This is the story of a girl who, in spite of discrimination directed at her, learned to play baseball.

Suggestion: Ask the students to react to the story. Encourage them to view sport as an activity in which skills are developed by practice rather than determined by gender.

Problem: The Guidebook's question "Ask if Sissy had ever regretted being a girl?" is sexist and implies that a child who likes non-traditional activities wants to be a member of the opposite sex.

Suggestion: Ask instead if Sissy regretted not being able to participate in activities she enjoyed.

Problem: The story ends with Sissy giving up, quitting in frustration, or accepting the view that baseball is "unladylike."

Suggestion: Why did Sissy decide it was "unladylike to play baseball?" Was she tired of the boys making fun of her? Shouldn't she have continued at a game at which she had skill? What does "unladylike" mean? Point out that unladylike is a sexist term. Gearing one's behavior toward a narrow, sexually defined sphere can deny the development of one's full potential.

Additional Reading: Kellerhals, She Shoots! She Scores! Hoffman & Kincaid, Sport: Women In Canadian Life.

Blight

p. 96-113

Comment: This story portrays in an honest way the feelings of many working people towards absentee owners and provides insight into Ireland today.

Problem: This is a realistic story about politics in Ireland, yet the Guidebook does not direct the students' attention to the major issues. Children of all ages understand injustice; don't avoid discussing it.

Blight (cont'd.)

Suggestion: Ask the class to write an essay describing some of the reasons the Irish people dislike the wealthy British. What are the ways one country can help another when problems of blight and famine occur? Point out that the money spent on developing a country's industry and assisting others to acquire skills is better than providing charity. Why did the landlords "burn down the cottages?" It was done so the poor Irish people couldn't stay in their homes. What happens when people today cannot pay their rent?

Additional Reading: Cleaver, Where the Lilies Bloom.

The Ferry to Freedom

p. 116 Problem: Charlotte is portrayed as fearful and weak.

Suggestion: Point out that Charlotte must have been quite strong and brave to walk from Kentucky to Canada.

Additional Reading: The story of Harriet Tubman would be excellent to read to the class, since Harriet, a strong and courageous woman, is a welcome contrast to Charlotte. Underground to Canada is another excellent book for children to read. Although slavery had been outlawed at the time depicted in the story, discrimination in education still existed. In fact, discrimination is still practised by many individuals today. Study the Human Rights Act and discuss why it was necessary to create such legislation.

First American in Space

p. 204 Comment: Notice how the male-dominated stories show courageous and adventurous men and boys.

Suggestion: Point out to the students that one of the earliest astronauts was a woman from Russia and that some American women are now being trained to go into space.

Is Anybody Out There?

p. 230 Problem: This story, like many others in the book, uses sexist terminology. For example, the references to Martian men imply that life could exist without the presence of women.

Suggestion: See the section on terminology.

A Fighter for the Bunkhouse Men

p. 278 Comment: This is a good story about the lives of working men and the immigration policies in the early part of the century.

Suggestion: Have the students discuss why the bush camps existed and why men went there to work. Point out that many immigrants had no choice. Discuss the plight of immigrants today. Do they have similar problems?

Suggestion: Ask the students how they would feel about Canada if they were new immigrants and were treated the way these men were treated. What changes should have been made so that the lives of these men would have been better? Point out that when working people get together to change the conditions at work, they often form a union. Do unions help workers? Ask a parent who is a member of a union to talk about what changes have been made at work places as a result of union activity.

The Legend of the Moor's Legacy

p. 332-336 Comment: Because Cavalcades presents only a few selections about women, the image of females in this story as gossipy, shrewish and vain has little to counteract it.

Suggestion: Have the students discuss why Peregil slept all day and spent money on clothes instead of food. Could this have occurred because she was so pretty she did not spend time developing her skills and talents? Point out that real beauty comes from inside a person who is kind and thoughtful and caring towards others.

Suggestion: Discuss gossip with the students. Why do people gossip? Is gossip always harmful? Is it fair to say something about someone behind his/her back when one is afraid to say it to the person directly?

The Prince and the Pauper

p. 364 Suggestion: Putting oneself in the position of another person provides valuable insights. Ask the students to write a story about themselves in another role, perhaps as a girl who is an excellent hockey player but is thrown off a team because of her sex. Or, ask the students to imagine they are coming to live in a city where they do not speak the language and have no money.

Suggestion: What changes do the students think the king would make as a result of having lived as a pauper?

The Doctor Who Dared

p. 408 Problem: "It was wild Indian country."

Suggestion: Point out that Indians were not wild and that they were sometimes forced to defend themselves in order to survive.

Invite a speaker from the Manitoba Indian Brotherhood or a Friendship Centre to speak to your class about native people in the past and the present.

PUBLISHER: Gage Publishing Limited

SERIES: Strategies for Language Arts

MAIN CHARACTERS:

Selections	530
Male	206
Female	45
Neither	189
Both	100

GENERAL COMMENTS:

The editors of this series have made an effort to avoid selections with negative biases. However, they have not provided enough diversity in the stories they have chosen. Female main characters are featured in only 45 selections, compared to 206 in which males predominate. Urban poor and working-class families are underrepresented, whereas ethnic groups and racial minorities are too often placed in a traditional or historical setting which negates the role these people play in contemporary Canadian life.

This series should be supplemented with positive image material about females and present day ethnic and racial minorities. The lifestyles of urban poor and working-class families should also receive more attention.

PUBLISHER: Gage Publishing Limited TEXT: People Like Me (1972)

MAIN CHARACTERS:

Selections	74
Male	35
Female	6
Neither	19
Both	14

ADULT ROLE MODELS:

Male: elevator operator, teacher, historian, chauffeur, mounted police, governor general, hunter, engineer, cowhands, farmers, police officers, firefighter, professor, scientists, astronauts, marine naval officers, letter carriers, farm hands, radio announcer, railroad engineer, baker, snowplow operator, hockey coach, artist, hobo, pilot, inventor, hunter, fisher, government worker, mayor.

Female: athlete, laundry worker, reception clerk, maid.

RACE AND CLASS:

The promise of variety that the title, People Like Me, seems to offer is not, in fact, fulfilled. There are few selections about core area children, poor children or single-parent families. Characters are predominantly Anglo-Saxon; those from other ethnic groups are portrayed in the past or in fantasy.

GENERAL COMMENTS:

This book is dominated by male characters. The few female characters portrayed are useful role models and often provide positive images of women; however, there are not enough of them. Only 6 of the 74 stories feature females. This book should be supplemented by additional material on women and girls, and by modern stories about characters that are not Anglo-Saxon or middle-class. The tremendous imbalance in occupational models for boys and girls also suggests that teachers should add a section on the work of women to challenge the limitations on aspirations that such books encourage.

EXAMPLES OF NEGATIVE BIAS:

Section I

Mungo Martin: Totem Carver

p. 54-61 Problem: "Mungo Martin" realistically acknowledges past injustices to native people, but it leaves the impression that discrimination no longer exists. Native people in Canada continue to have difficulty finding jobs and housing and getting an education relevant to their culture, needs, and aspirations.

Suggestion: Ask a native person in the area, or from the M.I.B., to speak to the class about native people today. Arrange to have students share experiences with students in northern Manitoba communities.

Additional Reading: Lampman, The Potlatch Family.

To Become a Champion

p. 63-67 Comment: The authors should be commended for their story on women athletes since too often texts concentrate on male athletes exclusively. Girls in school are still less fit and less active than boys and need this kind of support.

Suggestion: Wall posters or magazine pictures of women in sports will further encourage the participation of girls in fitness and sports-related activities.

Section II

Getting It Right on Paper

p. 4 Comment: The positive image of mothers in this story is a refreshing change from the picture of scatterbrained, silly females usually portrayed in stories.

The Family under the Bridge

p. 33 Suggestion: Ask the students if children live under these conditions today. It should be pointed out to them that even in Canada many children live in poverty with inadequate food, housing and clothing.

Additional Reading: Hochschild, Coleen the Question Girl.

Ann

p. 38 Problem: This poem stereotypes girls as pretty, clean creatures wearing dresses and jewelery.

Suggestion: Do the students like Ann? Why is Ann not good at playing games? Could it be that her desire to be clean, well-groomed and pretty limits her participation in anything but the most passive games?

Additional Reading: Listen to "Ladies First" on the record Free To Be You And Me.

Section III

Who is Marjorie McWhirter?

p. 8 Comment: A positive story in which a little girl fights city hall and wins.

Additional Reading: Hochschild, Coleen the Question Girl.

Section IV

Journey Into Space

p. 66 Problem: Women are never mentioned in selections about astronauts.

Suggestion: Point out to the students that a Russian woman was one of the first astronauts. Also point out that although the Americans initially barred females from their

space program, they have had to change this policy because of pressure from women. Today a number of women are training as astronauts and many are working on the ground crews.

Additional Reading: "Vi Milstead, Pilot" in Seeking Adventure.

PUBLISHER: Gage Publishing Limited TEXT: Something to Remember (197

MAIN CHARACTERS:

Selections	73
Male	39
Female	9
Neither	19
Both	6

ADULT ROLE MODELS:

Male: firefighters, doctor, giant, farmer, elf, physical education teacher, principal, father, artist, logger, sheep farmer, organist, teacher of the blind, army captain, emperor, explorer, lightkeeper, police officers, repairers, inventor, railroad worker, chief, teacher, manager, rocket worker, scientists, thief, hunter, friar, sheriff, inn keeper, king, builders, soldiers, craftperson, artist, lacrosse player, miner, fur trade business owner, fur traders, convict, union organizer, shot putter, weight lifter, cowboy, prime minister, printer, marathon runner, postmaster, pilot, apothecary, sailor, carpenter, guide, priests, blacksmith, super market workers, butcher, lumberjack, astronaut, hired hand, aquanauts, dock workers, first aid workers, seismologists.

Female: witch, mother, artist, doctor, teachers, rocket worker, mythical goddess, mythical demon, hospital founder, craftsperson, discoverer, queen, university student, weight lifter, cashier, ranch manager, housekeeper.

RACE AND CLASS:

There are 13 selections that are distinctly about middle-class families and the same number about poor families; 39 selections are neutral regarding class position. However, there are only 4 stories about working-class families. Selections which concern people of other races or ethnic groups usually are set in underdeveloped areas. As a result students may acquire a distorted view of these people, that is, that they always live elsewhere in somewhat primitive conditions and not in their own community. Stories about the Inuit, for instance, depict a traditional lifestyle which is fast disappearing in Canada today.

GENERAL COMMENTS:

There has been a definite attempt to address the problem of negative bias in this book. However, male main characters appear four times more often than females.

To counteract the bias in this series, this book should be supplemented by more positive image selections about females, as well as stories about working-class families and families of minority races and nationalities.

EXAMPLES OF NEGATIVE BIAS:

Section I

Lazy Carlos

p. 22 Comment: This story raises the opportunity to talk about work in the family. How should work be organized? Should young people expect adults--especially mothers--to do all the cooking, mending and shopping, as well as hold a paying job? How can children cooperate to share the work in the household?

Suggestion: Play "Housework" from the record Free to Be You And Me or read the same selection in the book edited by Klagsburn.

Chris Holly--Goal

p. 40 Problem: Was Chris likely to be playing ball hockey in a dress?

Suggestion: Ask the students what clothes would be more suitable? Is the artist being unrealistic here?

Comment: This is a strong story and one that may spark interest in hockey for girls in your class.

Suggestion: Take this opportunity to teach how the game is played. Ask advice from the physical education teacher, if necessary, or have a group of students who know the game do the teaching. Arrange for the class to go skating to learn how to play hockey.

Chris Holly--Goal (cont'd.)

Have the class research a recent Human Rights case in Ontario, where a young girl was barred from playing league hockey.

Additional Reading: Kellerhals, She Shoots! She Scores!

Painting in Canada

p. 53 Problem: "When white men came to Canada..."

Suggestion: Why is the distinction one of colour rather than continent of origin? "Europeans" could be used. This term would apply to both men and women.

p. 59 Problem: Emily Carr is referred to as Emily, whereas all other artists are referred to by their last names.

Suggestion: Ask the class why this is done. Is it to show deference because she is a woman? Is it necessary? Does it suggest women's work is judged differently?

Also, the writing does not mention the financial hardships suffered by Carr, although those of Krieghoff were dealt with. Carr was not supported by her father but had to run a boarding house to survive. Have students write a report on local artists - men and women.

Additional Reading: Carr, The Family Small, or Klee Wyck.

Windows for the Blind

p. 84 Problem: "Armorel shudders, puts her hands over her eyes."

Suggestion: Ask if Armorel's actions are realistic, or melodramatic and stereotyped. Suggest that the person acting the role of Armorel change the instructions.

Additional Reading: Hickok, The Story of Helen Keller.

Wheldon the Weed

p. 55 Problem: "If that's girls, give me gobstoppers." To help Wheldon, Jacqueline acts deviously. The author then implies that this kind of behavior is characteristic of all females. But even though Crawley is a mean bully, the author does not make a similar generalization about aggressive males.

Suggestion: Discuss stereotypes and how they develop. Ask the class to list and discuss some common stereotypes that are applied to boys and girls.

Thor's Hammer

p. 76 Problem: "I cannot wear a woman's gown. If I do this the gods will mock me forever."

Suggestion: Ask the class to identify cultures where males wear skirts or robes, cultures where females wear pants, and cultures where there is little distinction between the dress of males and females. Discuss the reasons why jeans and track suits are appropriate for and preferred by both sexes.

The Story of Perseus

p. 85 Problem: "Gladly the king and queen bade their subjects make ready the betrothal feast." Throughout myths and fairy tales and indeed in history, women are passed as property from father to husband. The feelings of the young women are rarely acknowledged; all we usually know is that they are beautiful.

Suggestion: This aspect of women as property in stories and history should be discussed.

For a new and different version, have the class listen to or read the record/story of "Atalanta" from Free To Be You And Me.

You and Me

p. 88 Suggestion: Discuss Anne's behavior and Marilla's punishment. Did Anne go too far or were her comments about Rachel Lynde justified?

Section III

What Is History?

p. 5 Comment: The definition of history as "the record of man's past" is sexist and should be avoided. As an alternative use "people's past," and "progress" instead of "his progress."

Problem: "Before white men..." This reference to race creates an unnecessary distinction. Alternative: "Europeans."

p. 9 Suggestion: Ask the class why women were not permitted in the university. Discuss. Point out that until the late 1960's, faculties such as medicine, law, dentistry, allowed very few women to enter by maintaining an unwritten quota system.

Problem: Of the 24 historical anecdotes, 5 are about women and 19 about men, although an attempt to include women has obviously been made. Women's contributions require more attention.

Additional Reading: Corrective Collective, Never Done.

Problem: Of the 24 anecdotes, 2 are about native people, 5 about the French, 1 about the Czechs and the remaining 16 deal with Anglo-Canadians. The accompanying photos and drawings depict the ethnic and racial diversity of Canada well, but the number of stories dealing with minority groups is insufficient.

Suggestion: Have each child research one historical anecdote about a Canadian of his/her own ethnic or racial background.

What Is History? (cont'd)

p. 37 Problem: "And my good dress looking like this." Several times throughout the play, the author shows Polly worrying about her clothes.

Suggestion: Ask the class if these are likely to be Polly's first thoughts and words under the circumstances.

Comment: Very often the implication is that a woman's first concern should be how she looks to others. Discuss this with the class.

The City Enforces

p. 48 Problem: The use of the generic "men" is inappropriate.

Suggestion: See the section on terminology.

The Okapi Belt

p. 66 Comment: Ask the class to find out the modern name of the Congo. It is Zaire. Are there still tribes of pygmies in central Africa? Find out about this country in the 1980's.

PUBLISHER: Gage Publishing Limited TEXT: How Many Miles (1974)

MAIN CHARACTERS:

Selections	68
Male	29
Female	7
Neither	26
Both	6

ADULT ROLE MODELS:

Male: lighting specialist, wizard, business person, handicapped artist, astronaut, mayor, landowner, father, pilot, doctor, artist, magician, collier, groom, chief, goat herder, service station attendant, construction worker, architects, engineers, whalers, missionaries, scientist, pharmacist, police officer, bus driver, jockey, announcer, truck driver, riveter, bricklayer, stone mason, carpenter, concrete worker, crane operator, iron worker, athletes, pawnbroker, private investigator, rancher, cow herder, researcher, catskinner, anthropologist, explorer, fisher.

Female: witch, hunter, healer, mother, concert pianist, missionaries, scientists, chemist.

RACE AND CLASS:

This book illustrates the racial and ethnic diversity of Canada, although characters are often presented in a traditional rather than a modern setting. Few selections, however, describe poor or working-class families. For this reason, some children may find it hard to relate to the stories.

The interest level is high in this book which has good Canadian content. The bias which results from omission could be remedied by the addition of other materials which feature female main characters and people of other races, classes and ethnic groups. Of the different occupations treated in the book, 40 are identified as male and only 8 as female. Some class work on women and careers would be useful.

EXAMPLES OF NEGATIVE BIAS:

Section I

Wonder Wander

p. 21 Comment: In this poem stereotyped descriptions of people reduce them from individuals to representatives of categories: "big business men...carry big business briefcases" and "young girls walk pretty...shop windows... wedding rings...whisper like turkey hens."

Nothing Happens on the Moon

p. 34 Problem: "A plump brunette."

Suggestion: Women should not be distinguished from one another strictly by weight and hair colour. The description "a plump woman with brunette hair" is more acceptable. "Brunette" means hair colour, not woman.

p. 35 Problem: "The men who ran spaceways."

Suggestion: "People" is a better word.

p. 40 Problem: "When a man...it's time to fire him."

Suggestion: Ask the class if this is a fair way to treat an employee. How should hallucinations or illness be handled by a company or organization?

p. 47 When Hortigan does not tell what happened, is he endangering himself and others? What responsibility does an employee have for safety on the job?

Section II

The Time of the Singing of Birds

Comment: This is a delightful story about the reminiscences of an old man. It shows his fine understanding of the situation of two young boys.

The Time of the Singing of Birds (cont'd.)

p. 12 Problem: "Mummy would be really sore." Mothers are often portrayed as being unreasonably irritable and spoiling children's fun.

Suggestion: Discuss why mothers get angry when children get wet and muddy: 1) they worry about them getting a cold; and 2) it creates more work for them.

Thoughts on Silence

p. 15 Comment: Mary Jane, like many other native children in the past, attends a residential school.

Suggestion: Ask the students how they would feel if at 6 years of age they had to go hundreds of miles to stay at a residential school and be taught in a foreign language. Suggest a different solution for educating people in remote areas.

Additional Reading: French, My Name Is Masak.

Drive Him Out!

Comment: This story offers an opportunity to talk about early healers who were often women. See teacher's reference: Ehrenriech, Witches, Midwives and Nurses.

p. 31 Problem: "The forest was kinder than men. Men were..."

Suggestion: The word "people" would have been better here.

Alley at the Back of Things

p. 49-51 Problem: Mary Lou is depicted as stupid and fearful.

Suggestion: Discuss how the story would change if Mary Lou were smart and brave.

The Telephone Call

p. 62 Problem: "Mothers have to try not to cry."

Suggestion: This story provides a good opportunity to discuss emotions and how they are expressed. Are the characters' emotional responses determined by their sex?

Additional Reading: Play the song "It's Alright To Cry" from the record Free To Be You And Me.

Lassie Come Home

Comment: This is a good selection to discuss the class system of the nineteenth and early twentieth century in Britain.

Suggestion: Why was Joe Carraclough out of work? Did workers have any means of support such as unemployment insurance or welfare? How did a "duke" attain his position in society?

p. 71 Problem: "Joe Carraclough's hobnailed boot trod heavily on Hyne's foot."

Suggestion: Are people today still put out of work when a mine closes? (Thompson, Sudbury, 1978). What might be some reasons? Students may wish to read the whole book Lassie Come Home to get a more complete picture.

Section III

Le Seminaire de Quebec

p. 24 Suggestion: Ask why the "Seminaire" was open only to "boys in the region." Explain that women weren't allowed to receive an education outside the home because it was considered unnecessary to their role in life as wives and mothers.

Orphans of Simitra

p. 48 Problem: Porphyras' sister, Marina, "was very fond of her...Maybe because Mina was very sweet and very pretty."

Suggestion: The suggestion is that girls gain love by being "sweet and pretty." Are pretty girls loved more than plain girls by their families and others? What qualities gain love from others? Should the qualities we value be the same for all people--male and female alike?

Problem: "Mina had tremendous admiration for her brother, first because he was a boy."

Suggestion: Discuss. Why would Mina feel this way. Is it realistic, even within her culture, that a boy would be admired simply because of his maleness?

p. 54 Problem: "Women always get upset for no reason at all." This is a sexist generalization.

Suggestion: Getting upset because of harm to a loved one is a very natural reaction and should not be scoffed at.

Problem: "Mina, who seemed able to coax her father into anything by gently kissing his cheek..."

Suggestion: Point out that people should be taught to be open, honest, and forthright about expressing their needs and desires. This topic should be discussed with the class. It is degrading to girls and women to have to resort to "feminine wiles" because of their lack of power in family relationships. Affection should not be used to "buy" approval or consent.

This story, if used, should be read with discretion and discussed carefully as there is much that is negative concerning females. Point out that boys as well as girls resort to this kind of behavior. Ask why.

Summon the Workers

p. 56 Comment: This story provides a good opportunity to discuss the important work done by skilled and unskilled workers in construction. Your students may have family members and relatives who do or have done this work. Invite a parent to speak to the class. This might be a good time to discuss shop options available in junior high.

Discuss the fact that women did this type of work during World War II and are again moving into trades. Invite a speaker from the Women in Trades Association to inform the class about her work.

Sudden Death

Comment: This story on environmental pollution would be a good beginning to a class project in social studies on pollution and how to reduce it.

p. 65 Problem: "It is a trait of the British character to cling to the old..."

Suggestion: This is a biased statement and not a fact. In Britain, coal is readily available domestically and therefore used extensively as the primary fuel source.

Arctic Winter Games

p. 68 Problem: If the photographs in this selection are any indication, only men participate in the winter games while women dance.

Suggestion: What activities do the women participate in at the Arctic games?

Sherlock Holmes

p. 72 Additional Reading: Follow this detective story with one about a female private eye: Fitzhugh, Harriet the Spy, or Williams, The Burglar Next Door.

A Fascinating Villain

Comment: The story of Pandora's box is another legend in which a woman is blamed for the problems of the world. In ancient times men believed women were closer to nature and had some mysterious natural or supernatural power because of those ties. Anything that couldn't be understood or handled was blamed on a woman.

p. 39 Comment: The use of "men" to mean "people" throughout this selection is inappropriate.

The Match Race

p. 71 Comment: "The horse that gets around the track first wins." This is a simplistic answer. By assuming that Mrs. Ramsay is ignorant about horse racing, the writer makes her look stupid. She then fits the stereotype of the woman who knows nothing about sports.

Suggestion: Ask the class what they know about horse racing. Is it likely Mrs. Ramsay knows so little?

PUBLISHER: Gage Publishing Limited

TEXT: Comprehension Strategies 1 (1972)

MAIN CHARACTERS:

Selections	103
Male	33
Female	7
Neither	39
Both	24

ADULT ROLE MODELS:

Male: father, ship's captain, author, sailors, doctors, pilots, office worker, salesperson, astronaut, glass cutter, knight, king, porter, naturalist, police officer, blacksmith, repair persons, cowhands, animal trainer, rancher, zookeeper, explorer, fisher, principal, coach.

Female: mother, author, shop cleaner, zoologist, princess, queen, teacher.

RACE AND CLASS:

This book does not recognize the diverse ethnic, racial and economic character of Canada, but reflects instead a middle-class perception of life. Although the selections will appeal to urban, middle-class, white students, they will not allow significant identification of lower-income, non-white students with the material. Only one story (page 168) can be used to promote racial tolerance and an understanding of the value of all Canadians.

GENERAL COMMENTS:

This book needs to be supplemented by material which relates to the lifestyles of students who are not Anglo-Saxon or middle class. Material featuring girls and women, urban core-area experiences, and the contribution of minorities must be added in order to give the language arts program a broader appeal and a more positive impact on students.

EXAMPLES OF NEGATIVE BIAS:

The Princess's Choice

p. 8 Problem: "Eeny meeny miney moe..." Taken to its traditional conclusion, this nursery rhyme contains a racial slur.

Suggestion: Explain to the students that many words have evolved which hurt and slander groups of people. Deal with those expressions common in your school which offend racial or ethnic groups and discourage the use of these derogatory terms in the school or classroom.

p. 10 Problem: Why is hair cutting such a traumatic event?

Suggestion: Ask the students if the princess was more beautiful after she had cut off her hair. Point out that the word beautiful can describe a person's character, and the princess's willingness to cut her hair was more important than her physical beauty.

Forming Sensory Impressions

p. 42 Problem: "The author expects him to add many details."

Suggestion: Whenever possible avoid using the words "he" and "him" to denote both sexes. "He/she" or "they" is preferable to the exclusive "he." See the section on terminology.

A Hero by Mistake

p. 81 Problem: "Grown men of course are not supposed to be afraid. But Dionisio was." It is immediately obvious that Dionisio is going to be a silly man.

Suggestion: Many adults, both male and female, are afraid and justifiably so. Ask the students to write down five things or situations which they fear. Analyse the material and deal with the children's fears collectively or individually if need be.

The Pobble People

p. 108 Comment: "The Pobble People" is a story the students will probably enjoy, despite its stereotyped imagery.

Comment: This could be used as a time to discuss the work women do in the home. List all the jobs done by their mothers, emphasizing the variety of skills needed. Ask students if some or all work in the home is shared among family members. Discuss how tasks could be divided, a particularly desirable thing to do with two adults in the labour force. Point out that according to Canadian economists, 90% of young girls in Canada face a future of approximately 25 years participation in the labour force.

The Special One

p. 137 Problem: The sex of the child in the story is not explicit. Do not allow the students to use sexual stereotyping as the basis for their conclusions.

Suggestion: Insist that each quality of the child could be found in a boy or girl.

Who Needs the Handy Girl Badge?

p. 139-141 Problem: Although this is a rather amusing story of a girl who is hopelessly inadequate at fixing things, it reinforces all the stereotypes about women's incompetence in mechanical and electrical skills.

Suggestion: Invite a woman from the Women in Trades Association to speak to your class on carpentry, auto mechanics or plumbing. Plan a career day in which people discuss non-stereotyped occupations. Some schools have found these to be very successful. Encourage students to study both industrial arts and home economics in Grade 7, if these programs are available, rather than limiting themselves to traditional courses. Have a career day for parents to provide them with an understanding of the changing labour market. (See the section on career development.)

Understanding Sentence Meanings

p. 143 Problem: Observe examples 2-5: while the women are cooking and being beautiful, the men are working and building.

Suggestion: Request the material on "Living in Families" from the Department of Education. Read the section on pioneer work to the students.

The A End House

p. 152-159 Problem: Throughout elementary school texts, a common theme of stories is the unreasonable fear females have of spiders, the unknown, the dark, etc. Boys, on the other hand, are rarely identified as being fearful.

Suggestion: Discuss the fact that although some fears are irrational and destructive, others are justified. Help students to analyze and understand their fears. Have someone assume the role of a courageous girl helping a frightened boy. Encourage the boys to express their anxieties as well. Describe some courageous acts by women to counter-balance the customary image of the fearful, dependent, passive female.

Additional Reading: O'Dell, Island of the Blue Dolphin; "Adventures of Isabel" in Something to Remember.

The St. Lawrence Seaway

p. 169-173 Comment: Although the text on the whole rarely acknowledges the multi-racial or multi-ethnic nature of Canada, this story does by demonstrating the way European settlers were aided by Canada's original people, the Indians.

Suggestion: Ask the students to describe other ways that native people helped the settlers, pointing out how this assistance meant the difference between death and survival. Then have them write an imaginary story about how an Indian helped some new settlers adapt to new conditions. In reviewing the stories, note any racist references and deal with them in a class discussion.

Additional Reading: "Our Debt to the Indians" in Seeking Adventure.

The World's Biggest Explosion

p. 180-182 Comment: The use of man and men instead of persons or people is inappropriate in this selection.

The Girl Who Was Mad About Giraffes

p. 191 Comment: "Girl," according to the dictionary, is a female child.

Suggestion: Students should be encouraged to speak of adult females as women. Rarely are adult males referred to as boys; neither should adult females be referred to as "girls."

PUBLISHER: Gage Publishing Limited TEXT: Comprehension Strategies 2 (1973)

MAIN CHARACTERS:

Selections	110
Male	36
Female	7
Neither	38
Both	29

ADULT ROLE MODELS:

Male: father, navigator, engineer, news reporter, station manager, firefighter, police officer, caretaker, banker, doctor, author, cook, farmer, trapper, sculptor, athlete, explorers, storeowner, sea captain, weather forecaster, astronaut, scientist, athletic coach.

Female: author, mother.

RACE AND CLASS:

This book reflects to some extent the cultural and racial diversity of this country and has some good selections about native Canadians. However, the stories about modern people show a middle-class bias.

GENERAL COMMENTS:

Females are insignificant in this book: the bias results from their omission from it. Students should be provided with additional materials that feature women in interesting and adventurous roles, and stories that recognize the real life situations of the majority of Canadian people.

EXAMPLES OF NEGATIVE BIAS:

Joaby

p. 42 Problem: "If there'd been anyone else in town that summer, we never would have become friends. For one thing he lived on the opposite side of Main Street from me and his father was caretaker in the school and my father worked in the plant, but that summer it didn't seem to matter."

Joaby (cont'd.)

Suggestion: Ask the students what that paragraph means. Do they choose friends on the basis of the work their fathers or mothers do? How do they feel about a person, like Joaby, who would say things like that? Ask the students what they would do if a person they knew said something that hurt another person.

Ask the caretaker in the school to describe the work he/she does, and point out how important that work is for the students.

Additional Reading: The Lorimer reading series, Where We Live.

Lesson 8

p. 75 Problem: The words "he" and "man" are often used in this book to describe men and women or people. For example, "the facts as he knows them," is a statement which excludes women.

Suggestion: See the section on terminology and try to avoid the use of exclusive phrases in the classroom.

Lesson 29

p. 243 Problem: Unless the text is referring to a specific female author, the occupation of "author" is identified by the masculine pronoun, "he."

Suggestion: Ask the students to do a project on famous women writers and to share their reports with the class.

Additional Reading: Aldis, D., Nothing Is Impossible.

My First Steps in Space

p. 253 Problem: Astronauts in this story are all males.

Suggestion: Point out to the students that one of the first astronauts was a Russian woman and that several American women are currently being trained as astronauts.

Larry Charts a Course

p. 287 Comment: "For the first time in three months, he was 'one of the gang' " -- an interesting statement that needs to be discussed.

Suggestion: Ask the students why Larry didn't feel "one of the gang" back home. Ask the students to think about whether they have been mean to a person who was different. Does it help to have a friend who has had the same experiences as you?

PUBLISHER: Gage Publishing Limited

TEXT: Comprehension Strategies 3 (1974)

MAIN CHARACTERS:

Selections	102
Male	34
Female	9
Neither	38
Both	21

ADULT ROLE MODELS:

Male: navigator, doctor, inventor, soldier, Indian chief, army commander, explorer, deputy minister, mayor, sailor, prime minister, coach, director, merchant, king, heavy equipment operator, bus driver, fisher, government worker, author, milk carrier, farmer, businessperson, rancher, cannery superintendent, driver, mechanic, aquanaut, police officers, ship's captain.

Female: race car driver, farmer, anthropologist, explorer, author, queen, pilot, swimmer.

RACE AND CLASS:

This book is of limited usefulness and appeal because there is little reference to the multi-ethnic diversity in Canada. The overwhelming impression of the stories is that they are written from a middle-class, Anglo-Saxon perspective.

GENERAL COMMENTS:

In this language arts text, an attempt has been made to integrate math and science.

Although there are some excellent stories featuring women they are few in number--there are four times as many about males as females. This book should be supplemented by additional materials about females and about racial and ethnic minorities. Some material about low-income and single-parent families should also be added.

EXAMPLES OF NEGATIVE BIAS:

Ocean Potential

p. 116 Comment: The use of the word "man" instead of "human beings" tends to exclude rather than include. Teachers should avoid the use of the generic "man" in the classroom. See the section on terminology.

Recognizing Relationships

p. 137 Comment: Note how often students are asked to refer back to "Champions of the Peaks" and "Danger Lies Deep," both of which feature males. The one female-dominated story is not interesting enough to reread.

Along the Snake Fence Way

p. 170 Problem: Bateson's characteristics are blamed on his father. Although this may be valid, it is unfortunate since this is the only reference to a single-parent in the book.

Suggestion: Some students in your class probably have only one parent. Talk about how hard it is to be a single parent when the work of two has to be done by one. Explain the resources in your community available to children like Bateson. A teacher can be a big help to a child who has no other adult with whom to talk.

Alaska Oil Worries Native People

p. 211 Comment: Since there is very little native content in the text, teachers might spend extra time on this selection. A speaker from the Manitoba Indian Brotherhood or a Friendship Centre could be asked to speak about the effects of technology on Manitoba Indians.

Lost

p. 233 Comment: Amelia Earhart's occupation was an unusual one for a woman of her time. Have the students put together a book on new occupations for men and women today. So that each child can have a copy of the book, have them submit their own contributions on a duplicating sheet. The books can then be taken home and shown to parents

Lost (cont'd.)

who may also be unaware of the new options available to young people. Sources of information include the Women's Bureau, Provincial Department of Labour; Women in Trades Association; Learning Materials Consultant, Department of Education. New options for boys include day care, elementary school teaching, nursing, home economics; for girls--plumbing, engineering, law, medicine, carpentry, etc.

How Marilyn Swam the Lake

p. 258 Comment: A good story about Marilyn Bell. Use this opportunity to have students explore other famous women in sports. Have them write reports to post in the classroom with pictures.

The Rope Sketches

p. 276 Problem: The words "man" or "men" appears throughout this book when "human" could more appropriately be used. In this selection it appears to be used in a specific sense, meaning male persons; however, in the historical periods dealt with both men and women worked in the fields.

Suggestion: See the section on terminology.

Ferry to Freedom

p. 306 Comment: This is an excellent story which could be supplemented with that of Harriet Tubman, the person who brought over 3,000 slaves to freedom. Point out to the students that although slavery was officially outlawed in Canada at the time depicted in the story, there was then, and still is now, a considerable amount of discrimination. Blacks have had to create their own schools because, in many cases, they have not been allowed to enroll in white schools. Explain the Human Rights Act to the students and discuss their own experiences of prejudice.

Additional Reading: Petry, Harriet Tubman; Smucker, Underground to Canada.

PUBLISHER: Gage Publishing Limited SERIES: New Open Highways (1974)

MAIN CHARACTERS:

Selections	214
Male	123
Female	11
Neither	54
Both	26

GENERAL COMMENTS:

This series is unacceptable for use because of the overwhelming male, white, Anglo-Saxon, middle-class bias. The supplementation that would be required would be so great that the developmental aspects of the program would be destroyed. It is suggested that teachers choose stories selectively on the basis of reading level and quality of content.

PUBLISHER: Gage Publishing Limited TEXT: Seeking Adventure

MAIN CHARACTERS:

Selections	72
Male	40
Female	3
Neither	21
Both	8

ADULT ROLE MODELS:

Male: newspaper circulation manager, paper carrier, ambulance attendant, truck driver, steam shovel operator, guard, father, taxi driver, pilot, principal, astronaut, ice cream vendor, pastry vendor, park ranger, science professor, cow herder, fruit gatherer, teacher, baseball catcher, bus drivers, private eye, inventor, navy officers, bicycle shop owner, king, carpenter, workers, police officer, fisher, farmer, veterinarian, zoo keeper, cargo handlers, train engineer, trapper, doctor, sailor, ferry operator, hardware store owner, mountie, prime minister, explorer, balloon navigator, reporters, photographer, Indian chief, hunter, geographer, geologist, archeologist, anthropologist, trading post operator, scientists, drummer, phone operator, firefighter, elevator repair person.

Female: teacher, mother, commercial pilot, flying instructor, ferry pilot, bush pilot, nurse, singer, student, witch.

RACE AND CLASS:

In this text there are more stories about working-class boys than are usually found in readers. The authors of this text seem to assume that students who need remedial work will likely be this group of students. Although this might be true, it is important to look at the reasons. It is generally accepted that innate ability is randomly distributed through the population. If it is possible to identify some groups as doing less well than others, the problem may exist outside of the students and in the school or community. There are a few selections dealing with native people, blacks and Spanish Americans, but stories about other racial or ethnic groups, or poor people, are missing.

GENERAL COMMENTS:

The sexist bias in this book is glaring, considering that of the main characters, 40 are male and 3 are female. In addition, the number of occupations for males is 53; for females, 10. If possible, this book should be replaced with another text or supplemented with other readings. There are 8 selections that are worth using, however. See the bibliography: Positive Image Selections from Approved Texts.

EXAMPLES OF NEGATIVE BIAS:

Newsboy Makes the News

p. 14 Problem: "Newsboys' picnic"--all the news carriers are boys.

Suggestion: Point out that today many girls deliver newspapers. They are not represented here.

Games to Play Together

p. 21 Problem: All the girls in the illustration are wearing skirts and dresses.

Suggestion: Is this how girls dress when they are outside playing? Explain that this is a kind of stereotyping.

No Teacher

p. 40 Comment: The picture showing a boy in Indian headdress adds to the preponderance of males in illustrations in this reader. In the story it was a girl, Jean, who wanted to wear the traditional dress and snowshoes.

Vi Milstead, Pilot

p. 43 Comment: A fine selection about an assertive woman who worked hard to achieve her life goal.

Just Call Me Rob

Comment: Winning the game seems to be the most important thing--even if it is done by a robot. Is this the way for a parent to encourage a child to meet and play with others?

p. 76 Suggestion: Had the emphasis been on the enjoyment of the game and the opportunity to improve one's skills, Phil would have been given a chance to bat. Discuss competitive sports with the class. Which is more important--creating a team that can win games or allowing the maximum number of children to play and improve their skills?

Little Turtle

p. 99 Problem: "You do a woman's work instead of your own." Matoola not only judges too hastily, but also underestimates the importance of "woman's work" in the tribe. Grinding corn is as important as gathering fruit. This should be pointed out to the class.

Suggestion: Ask the class to research what work Indian women did in traditional cultures.

All Will Go Well

p. 140 Comment: This Manitoba story, simply told and illustrated, has a strong native female character.

Boy with a Harpoon

p. 258 Comment: This story offers an opportunity to look at the changing lives of Inuit people in the 1980's. Do they still dress like the people in the illustrations?

Problem: Should "Fish" be made to feel so ashamed of a mistake that he has to prove himself brave and skillful? Discuss this with the class.

p. 268 Problem: "The little boys race for it." Is it likely only little boys raced? What is the role of women and girls in Inuit culture? Do they learn to hunt?

Additional Reading: French, My Name Is Masak.

Oh Great Spirit

p. 300 Comment: Many native organizations and individuals are reviving their cultural traditions and studying their history. This re-discovery helps to develop pride in the native heritage.

Jan's Decision

p. 312 Comment: Find out what nationality Sankowski would be. (Polish perhaps?) This story offers a fine opportunity to talk about immigrants' problems in a new country: poverty, language, etc.

The Renegade Husky

p. 380 Problem: "He would have cried."

Suggestion: Is it wrong for a young boy to cry, even in private, after being disappointed? Is it reasonable to train boys to hide their emotions so carefully? Ask the class about the problems and advantages of this kind of training.

Griselda and the Man in the Moon

p. 414 Comment: "Men and machines." Women are also space scientists and astronauts. Point out that one of the first people in space was a Russian woman.

PUBLISHER: Gage Publishing Limited TEXT: Discovering Treasure

MAIN CHARACTERS:

Selections	76
Male	40
Female	4
Neither	17
Both	15

ADULT ROLE MODELS:

Male: camper, news photographer, sports photographer, reporter, horse groom, lighthouse keeper, police officer, firefighter, railroad inspector, paleontologists, doctor, banker, mechanic, camp director, artist, pilot, tour guide, hunter, astronomers, basketball player, hockey player, basketball coach, basketball referee, author, detective, father, grandfather, hockey referee, astronaut, minister, pirate, king, governor, lieutenant, general, president of U.S.A., soldier, rag merchant, aquarium keeper, doctor of sea animals, game-farm and zoo director, naturalist, zoologist, wrestler, wrestling-promoter, husband, maple sugar worker, sailor.

Female: mother, grandmother, inventor, wife, librarian, teacher, clown, tour guide, pet photographer, horse groom.

RACE AND CLASS:

The selections in this book have predominantly white, middle-class characters. Except for one story, "Trapped in the Earth," non-white peoples are seen in traditional settings. Supplemental materials on diverse ethnic groups in modern settings are needed.

GENERAL COMMENTS:

Besides the white, middle-class bias, this book has a preponderance of stories about boys and men. Females are ignored in discussion of careers and sports except in one selection. Material on girls and women is needed to overcome the male bias.

EXAMPLES OF NEGATIVE BIAS:

Castaways in Space

p. 116 Comment: None of the astronauts is female despite the fact that the U.S.S.R. has had a woman travelling in space and the U.S.A. has women in its space program.

Additional Reading: Nichols, A Wrinkle In Time; L'Engle, A Wind in the Door.

How to Be a Good Defensive Player

p. 177 Problem: In this selection on basketball, the terms used to refer to the players are "men," "boys," and "he," and illustrations are all of males. Girls and women play basketball too.

Suggestion: Collect pictures of female athletes and put them up in the classroom. Also read the section on Physical Education.

Wipe Out

p. 235 Comment: This selection portrays a brave and resourceful girl as one of the main characters.

The News Photographer

p. 282 Problem: The various photographers referred to in this selection are all men. Women are photographers too.

Suggestion: Have all members of the class take pictures concerning a particular topic and put them up in the classroom.

Interesting Jobs for Young People

p. 289 Comment: In direct contrast to the story that precedes it, this one does not limit the career opportunities to males. This selection is recommended.

PUBLISHER: Gage Publishing Limited TEXT: Exploring Afar

MAIN CHARACTERS:

Selections	66
Male	43
Female	4
Neither	16
Both	3

ADULT ROLE MODELS:

Male: slave, tanner, farmer, scientist, guard, gas station attendant, meteorologist, fisher, astronaut, announcer, radio-control operator, robber, sheriff, tourist camp owner, police officer, barrel-maker, blacksmith, farmer, railroad owners, private eye, thief, researchers, reporter, fighters, stunt person, parachutist, parachute-rigger, spear fisher, conservationist, park ranger, marine biologist, commercial fishers, truck driver, cowhand, sales clerk, father, football player, football umpire, football coach, vice-principal, sports writer, hurdler, baseball player, hockey player, bowler, tennis player, explorer, king, cocoa harvesters, ship's captain, merchant, voyageur, hat maker, racing car driver, factory workers, barber, elephant handler, elephant scouts, big game hunter, elephant camp boss, peddler, witch doctor, soldiers, priest, rice paddy workers, teacher, gym teacher.

Female: tourist camp cook, chamber maid, artist, mother, archer, swimmer, servant, factory worker, fruit seller.

RACE AND CLASS:

In this remedial reader, the authors assume that the users will likely be working-class, male children. One can question whether there is any statistical evidence to support this assumption.

Minority groups are only represented in a traditional manner, and there is little cultural diversity illustrated.

GENERAL COMMENTS:

This book has more stories based on working-class experience than many readers. Since Grade 6 students must make choices about junior high courses which may affect their careers, 9 career models for women, compared to 68 for men, is grossly inadequate.

This book is unacceptable for use unless it is heavily supplemented with stories about women and minorities.

EXAMPLES OF NEGATIVE BIAS:

A Rodeo! What's That?

p. 8 Comment: Do women participate in rodeos?

Chester's New Suit

p. 22 Comment: This story seems silly and pointless; it is not recommended.

Happy Election Day

p. 56 Comment: The story shows the splitting of class allegiances solely on sex lines.

Suggestion: Do most classes operate this way? Ask the class what they think of the role of sergeant-at-arms. Is this a fair position to put one student in? Why was the selection of Petrina a good choice to make? There are many lessons about electioneering presented here. They can be related to the political process in the community.

The King's Contest

p. 98 Comment: Discuss the concept of women as property. At other times and in other cultures, it has been customary for men to wed more than one woman, the number of wives thus "acquired" being a matter of prestige. Frequently the women a man married had no choice in the matter at all. What right has the father to offer his daughter in marriage without her consent?

Heroic Years of the Auto

p. 150 Problem: The cartoon is a play on the "rotten woman driver" stereotype.

Suggestion: Remind students that female drivers often have lower insurance rates because statistics have proved they are safer drivers than men.

Terry's Troubles

p. 224 Comment: This is only the second story in the book with a female main character. It is, therefore, unfortunate that she feels inadequate and clumsy. However, the story does show a poor single-parent family and a fairly supportive relationship between Terry and her brother.

Suggestion: Discuss why doing housework is an important way to help mother in this family. Play "Housework" from Free To Be You And Me, then talk about housework and how it is done or could be done in homes.

The City Enforces

p. 254 Comment: This poem involves a comparison of human beings and things. However, the poet has used the generic term "men."

Suggestion: Discuss the appropriateness of the term in the context of the poem, women also work in factories.

Case of the Sensational Scent

p. 256 Comment: "Homer's father owns a tourist camp." The statement ignores the contribution Homer's mother makes to the business. It would be better if it read "Homer's parents jointly operate a tourist camp."

Maria Martinez: Famed Artist

p. 294 Comment: "Maria changed from a simple potter to a great artist." Maria was a great artist but not known outside her village. The coming of the researchers merely offered the opportunity for world recognition.

PUBLISHER: Ginn and Company

SERIES: Starting Points in Language

MAIN CHARACTERS:

Selections	383
Male	120
Female	22
Neither	123
Both	118

GENERAL COMMENTS:

In this language series a white, Anglo-Saxon, middle-class bias is evident in tone, style and content. Ethnic minorities in Canada are almost ignored, and there is little acknowledgement that children often live in families with low incomes or in less than comfortable surroundings.

Women and girls are underrepresented; there are six times more males in the stories than females. Therefore, the writing, speaking, and discussion topics are narrow and will not relate to the lives of many students.

PUBLISHER: Ginn and Company

TEXT: Starting Points in Language A (1971)

MAIN CHARACTERS:

Selections	125
Male	25
Female	9
Neither	43
Both	48

ADULT ROLE MODELS:

Male: police officer, construction worker, telephone repair person, paleontologist, gas station owner, mail sorter, fisher, army general, guard, king, prime minister.

Female: secretary, queen.

RACE AND CLASS:

There is some recognition of the multi-ethnic character of Canada, but much of it is biased.

GENERAL COMMENTS:

All groups are underrepresented in this book except white, middle-class males. No attempt is made to confront problems of women and minorities or to discourage prejudice and intolerance towards others.

EXAMPLES OF NEGATIVE BIAS:

Starting Point

p. 3,4 Problem: Note the stereotyped pictures--boys play marbles and tug-of-war while girls skip.

Suggestion: Encourage students to explore and participate together in games that develop a number of different types of skills. Ask students to analyze the kinds of skills and muscles being developed during such activities.

Additional Reading: "To Become A Champion" in People Like Me.

Mostly Talking

p. 6 Problem: "Man's earliest playthings" is sexist terminology.

Suggestion: See the section on terminology.

p. 9 Comment: Ask the pupils why boys' pants always have pockets, and girls' pants often don't. What do girls keep in their pockets? Would it be easier if all pants had them? The students could write a letter to a Winnipeg manufacturer asking why girls' clothing often is without pockets and explaining their views on the matter.

Mostly Writing

p. 11 Comment: Do not provide one set of questions for girls and another for boys.

Suggestion: If answers are verbal, ask a boy if he prefers cooking or sewing; ask a girl if she likes model planes or battery cars.

Presents

p. 19 Problem: The illustration shows a male, although the poem makes no reference to the character's sex.

Suggestion: Ask the students if the subject of the poem could be a girl. Encourage them to understand that these toys might be enjoyed by a girl or a boy.

Spice Cake

p. 71 Problem: Observe the stereotype in the joke: mother is in the kitchen, father is reading.

Suggestion: Ask the students who should clean up the mess. Stress the importance of all of us taking responsibility for our own actions.

Mud

p. 72 Problem: The question relating to whether mother likes mud appears to be based on the assumption that mothers don't like dirt.

Suggestion: Ask the students if Polly Chase Boyden could be a mother.

Does the Kennel Fit the Dog?

Problem: The pictures are stereotyped.

Suggestion: Have all students do some baking and some woodworking. If possible, have a father come and help with the cooking and a mother help with the woodworking. Encourage the pupils to see the value of learning to care for themselves.

What Do the Simple Folk Do?

p. 108 Problem: Under the feudal system the King and Queen are "nobless'ly obliged" because of the hard work of "simple folk" to support them.

Suggestion: Ask the class how they feel about the attitudes of the King and Queen? Do they think they would be happy as slaves? Would anyone be happy as a slave?

Additional Reading: "Blight" in Cavalcades.

Mostly Talking

p. 181 Problem: The language in this book is traditional, i.e., "man" is used when "person" is a more appropriate word. The sentence "read to a....classmate and ask him" could be stated in a better way.

Suggestion: See the section on terminology.

What's on Your Bookshelf?

p. 185 Comment: Throughout the book there are a number of good ideas for the students to discuss or develop. "A Book We Like Chart" is valuable. The pictures, however, are accompanied by male-dominated stories.

Suggestion: Encourage the students to broaden their perspectives and see persons not in terms of sex roles but in terms of individual abilities and interests. Discourage stereotyping. Have them do a project on famous women writers.

Rodeos

p. 216 Problem: All the cowhands are male.

Suggestion: Point out to the students that girls want to be in rodeos too. In Manitoba in 1977, girls protested that their exclusion from rodeo contests was discriminatory. The girls won the case and now compete in rodeos with boys.

PUBLISHER: Ginn and Company

TEXT: Starting Points in Language B (1973)

MAIN CHARACTERS:

Selections	146
Male	52
Female	6
Neither	45
Both	43

ADULT ROLE MODELS:

Male: veterinarian, farmer, police chief, photographer, king, game warden, butcher, guide, sculptor, lumber cutter, prospector, firefighter, police officer.

Female: mother, wife, princess.

RACE AND CLASS:

This book is almost entirely Anglo-Saxon and middle-class in character. There is no serious recognition of other groups.

GENERAL COMMENTS:

This book omits from its presentation or seriously under-represents the mass of Canadians: women, minorities, the poor. Therefore, it provides a narrow, limited view of the world.

EXAMPLES OF NEGATIVE BIAS:

Mostly Talking

p. 12 Problem: "Man's best friend."

Suggestion: Ask the students to describe how the phrase could be written to include females. See the section on terminology.

Mostly Writing

p. 21 Problem: In children's readers dogs are usually male.

Suggestion: Ask the students to identify famous female dogs and heroic acts they have performed.

Here We Go!

p. 28 Problem: The rich farmer had "horses...cattle...big house...fine wife...and children." These kinds of statements categorize women and children as property, like houses.

Suggestion: See the section on terminology.

The Old Wife and The Ghost

p. 30 Comment: Have you ever read a poem entitled "The Old Husband and...?"

Where Do Our Words Come From?

p. 50 Comment: Use this opportunity to discuss changes in language brought about because of the women's movement. "Ms." is the counterpart of "Mr." There are no male counterparts to Miss and Mrs. Use of the terms chairperson or spokesperson show that both men and women can hold responsible positions in groups. Discuss the section on terminology with the students. Legislation ascribes to the idea that women are entitled to equal opportunities; language should reflect this attitude.

A Family Tree

p. 87 Problem: A family tree is fun to work out but may pose problems for students with single parents.

Suggestion: Provide another option to children, such as drawing a family tree for a famous family. Be supportive of children from one-parent families or those who do not know their relatives' names.

Mostly Writing

p. 96 Problem: The questions ignore the feelings of Nipper's mother.

Suggestion: Ask the students how Nipper's mother feels about getting up and serving breakfast to Nipper and his father. Why doesn't Nipper's father get his own breakfast? Encourage the students to discuss the sharing of work in their homes and show that cooking is not "women's work."

Footprints in the Night

p. 108 Problem: There is no way to tell the sex of the person in the poem, yet the first of the questions that follow assumes that the character is male.

Suggestion: Encourage the students to see that the footprints could belong to a male or female.

Knights and Dragons

p. 116 Comment: The questions on chivalry seem to support rather than criticize the prevailing mythology surrounding feudalism, the prevailing tendency to romanticize the aristocracy. Although in general usage, chivalry has become synonymous with politeness and courtesy, it still retains something of its historical connotation of protecting the defenceless.

Additional Reading: Williams, The Silver Whistle.

PUBLISHER: Ginn and Company

TEXT: Starting Points in Language C (1973)

MAIN CHARACTERS:

Selections	112
Male	43
Female	7
Neither	27
Both	35

ADULT ROLE MODELS:

Male: author, baseball player, coach, father, fisher, lighthouse keeper, aviator, escape artist, company owner, magician, roller coaster operator, architect, announcer, archaeologist, owner, R.C.M.P. officer, farmer, salesperson, physical education director, mechanic, astronomer, hunter, trapper.

Female: baseball player, mother, houseworker, can cutter, teacher.

RACE AND CLASS:

Aside from a positive statement about an Indian guide, a reference to the Carrier Indians, brief mention of eating habits in Third World countries, and a Carribean song, the selections in this book concentrate on Anglo-Saxon characters in middle-class settings.

GENERAL COMMENTS:

The number of stories about middle-class whites should be balanced by selections featuring characters from other ethnic and economic backgrounds. Frequently the terms "man" or "men" are used when "person" or "people" are more appropriate. For suggestions on how to deal with sexist language, see the section on terminology.

EXAMPLES OF NEGATIVE BIAS:

Take Me Out to the Ball Game

p. 9 Problem: In the discussion of players both the batter and the person who catches a fly are referred to as "he." Similarily, the coach is assumed to be male.

Suggestion: Point out to the class that whereas the text refers to males, the picture shows both boys and girls playing. Ask how the text could be reworded to include both sexes. See the section on terminology.

p. 10 Problem: The question asks if there are some sports that women or girls shouldn't play.

Suggestion: Explain to the class that there are no sports exclusive to one sex. The class could research and discuss cases of girls denied access to sports because of discrimination. Information on such cases can be obtained from the Human Rights Commission in all provinces. See the section on Physical Education.

Additional Reading: "To Become A Champion" in People Like Me; Kellerhals, She Shoots! She Scores!

Eat, Eat, Eat

p. 32 Problem: The cartoon pictures a child and a man throwing their food on the floor because they didn't like it. The cartoon caption asks if the man would do the same if he were in a restaurant.

Suggestion: The point should be made that this behavior is also unacceptable in the home. It shows great disrespect for the work and feelings of the person who cooked the meal. Perhaps one solution could be to rotate cooking duties so that everyone understands what is involved in meal planning and preparation.

A Turn, a Twist and a Bend

p. 82 Problem: The students are asked to do research about three male but no female architects.

Suggestion: Broaden the assignment to include a woman architect. If there is a shortage of information on this subject, ask the students to suggest reasons. Refer to the prejudice against women entering this field.

I Dig

p. 110 Problem: All the anthropologists (archaeologists) are men.

Suggestion: Augment the list on page 110 with some work done by female anthropologists such as Margaret Mead or Jane Goodall.

Horse

p. 125 Problem: Almost all people identified with horses are male.

Additional Reading: "To Become A Champion" in People Like Me.

Mostly Writing

p. 157 Problem: "Handy-man special! Dream home for the man with imagination."

Suggestion: Have the students write the ad so that it appeals to more people.

Mostly Talking

p. 162 Comment: The question the students are asked to discuss is "what is beauty?" Encourage them to consider alternatives to traditional definitions of beauty. People who are full of enthusiasm and vitality are more beautiful than those with perfect facial features but no personality.

What Might Happen If...

p. 192 Problem: The woman in the story wonders if mothers of ancient times really enjoyed preparing three big meals a day.

Suggestion: Not all people like to cook, and those who do are not exclusively female. Liking to cook is not a requirement of women. Discuss this with the class.

What Might Happen If...(cont'd.)

p. 206 Problem: The building of a space ship is limited to boys.

Suggestion: Russian women have travelled in space and the American program has women astronauts in training, yet most stories give little recognition to women's roles. Discuss this with the class.

Additional Reading: "Vi Milstead, Pilot" in Seeking Adventures.

No Wild Animal Dies of Old Age

p. 236 Problem: The statement "as long as women think they look good in furs" implies that women's vanity is the only reason for the trapping and fur industry.

Suggestion: Have the class make a list of the uses for fur pelts. Also point out that many men wear fur coats and always have.

p. 238 Comment: The line, "that beast and man was brother," ignores women's relationship to animals.

Additional Reading: George, Julie of the Wolves.

PUBLISHER: Ginn and Company

SERIES: Starting Points in Reading

MAIN CHARACTERS:

Selections	306
Male	102
Female	31
Neither	91
Both	52

GENERAL COMMENTS:

In general this series' representation of people of non-Anglo-Saxon background, or those from poor and working-class families, is inadequate. The exception occurs in Starting Points in Reading B - Second Book which contains some important material on native people.

Because of the unequal distribution of male and female major characters, particularly in the reader for the Grade 5 level, the series should be used selectively and supplemented with positive image stories about women and minorities.

PUBLISHER: Ginn and Company

TEXT: Starting Points In Reading A - First Book (1972)

MAIN CHARACTERS:

Selections	48
Male	13
Female	5
Neither	14
Both	15

ADULT ROLE MODELS:

Male: doctor, newspaper photographer, police officer, painter, mayor, construction worker, baker, athletic coach, shopowner, farmer, scientist, inventor, company owner, composer, potter, soldier, weaver, fisher, packer.

Female: mother, teacher, shopkeeper, ballet dancer.

RACE AND CLASS:

There is little recognition of ethnic minorities or working-class people in this book.

GENERAL COMMENTS:

This book has short, interesting stories. However, the almost exclusive use of Anglo-Saxon characters and the emphasis on males makes it unsuitable for use without additional materials.

EXAMPLES OF NEGATIVE BIAS:

When Great-Grandmother Was a Little Girl

p. 20 Problem: Although the title refers to great-grandmothers, the story is primarily about males.

Suggestion: Ask the students to suggest an alternative title for the story. Ask them if girls played baseball when their great-grandmothers were young. In the early part of the century, females actively participated in team sports, particularly baseball and hockey.

When Great-Grandmother Was a Little Girl (cont'd.)

p. 21 Problem: The boys would rather lose than have a girl pitcher.

Suggestion: The argument that females are inferior at sports has been used to restrict girls from participating in team activities. Suggest that skill, not sex, should be the determining factor in team membership.

Additional Reading: Kellerhals, She Shoots! She Scores!

A Big Pile of Dirt

Problem: Throughout the story, characters act in stereotyped ways. The children ignore Arlene, the babysitter, but they pay attention to Mike, the disciplinarian.

Suggestion: Challenge the traditional concepts of men's and women's relationships with children. Males and females share the job of child care and discipline.

Additional Reading: Play "William's Doll" from Free To Be You And Me or read Gripe, Night Daddy.

p. 37 Comment: Ask what the women in the neighborhood did for the children. It is possible for people to change things when they join together with others. What are the problems they find in their neighborhood? Could changes be made? Children should be encouraged to see themselves as active members of the society, not passive ones.

Additional Reading: "Who Is Marjorie McWhirter?" in People Like Me.

Kids Cooking

p. 40 Problem: "You and your teacher or mother should read these notes."

Suggestion: Ask the students what their dads cook with them. Many years ago most home cooking was done by women but today things have changed. It would be more accurate today to say "you and...your mother or father."

The Trouble with Francis

p. 48-60 Problem: The essence of this story is a young boy's belief that the worst possible thing that can happen is to have a name like a girl's.

Suggestion: Point out that many people have names that are common to both males and females.

Wonders of the Spider World

p. 93 Problem: "Little Miss Muffet" describes the fear a girl has of spiders.

Suggestion: Have the students write a new ending to the poem, e.g., "And Ms. Muffet said, 'Go away'."

An Island Is Born

p. 107 Problem: "These men (scientists) wanted to answer one question..."

Suggestion: This is an interesting story in which some new occupations are explained. However, students should be aware that not all physical scientists are men. Pictures of women working in botany, geology, or zoology could be found in magazines. Expand the possibilities for all students.

Secret of the Shed

p. 112 Problem: "A man's workshop."

Suggestion: Why is the adjective "man" attached to workshop? Using tools and making repairs is no an exclusively male activity. Women today are working as carpenters, plumbers, mechanics, engineers, etc. Ask students whether any of these jobs would appeal to them. Teachers may invite someone from the Red River Community College pre-trades course or from the Women in Trades Association to speak to the class.

The Wheels Roll Over

p. 124-126 Problem: The use of the term "man" to represent both sexes implies that all transportation was initiated and developed by males with no female in-put at all.

Suggestion: See the section on terminology.

The Order of the Golden Spurs

p. 164 Comment: If students are interested, have them investigate the life of Mozart in more detail. Although a genius, he lived in poverty throughout most of his life.

Ramon

Problem: If this selection appeared in a series of stories about life in Mexico today, it would not present a distorted view. However, by itself, Ramon gives a stereotyped picture of Mexico.

Suggestion: Ask the students to find out more about life in Mexico. Many Mexicans dress as Canadians do and have jobs much like those in Canada. The country has large cities with cars, motorbikes, and buses. Only in rural areas are burros commonly seen.

Marc Chagall

p. 196 Problem: "His father worked in a herring packing house... his mother had eight children besides Marc...and a small shop...to add to the family income."

Suggestion: It is unlikely that a woman with nine children would have a job simply to add to the family income. Almost certainly she had a job because two incomes were essential to the family's survival. Discuss this with the students and point out that most girls in the class will be wage-earners for most of their lives.

Your World Is...

p. 223 Comment: The Chinese and Japanese immigrants to Canada faced discrimination similar to that experienced by some other ethnic minorities.

Additional Reading: Takashima, A Child In a Prison Camp; Smucker, Underground to Canada.

PUBLISHER: Ginn and Company

TEXT: Starting Points in Reading A - Second Book (1973)

MAIN CHARACTERS:

Selections	41
Male	23
Female	2
Neither	7
Both	9

ADULT ROLE MODELS:

Male: archaeologist, police officer, police chief, musician, film director, fisher, scientist, inventor, animal trainer, astronauts, salesperson, professor.

Female: pearl divers.

RACE AND CLASS:

Although this book contains some references to minority cultures, there is almost no material which would allow identification by a non-middle-class child living in the 1980's.

GENERAL COMMENTS:

The few females depicted in Starting Points in Reading A are stereotyped in passive, unexciting roles.

No recognition is given to the fact that nearly 50% of women in Canada are now employed and that girls are likely to spend at least 25 of their future years in the labor force. This text needs to be supplemented with a significant number of stories featuring females to make it acceptable.

EXAMPLES OF NEGATIVE BIAS:

Buried Clues

p. 29-33 Problem: "He (an archaeologist) may have many men to help him to dig, but if an interesting clue turns up, the archaeologist himself must take over."

Suggestion: Many women are archaeologists, and many students of archaeology and related fields such as anthropology are female. Have students investigate the life of Mary Leakey, Margaret Mead, or Jane Goodall.

Richard the Lion-Hearted

Comment: Discuss friendship with the students and the qualities they like to have in a friend. Then have them divide up into small groups and make one list for their group. Have a person from each group discuss their choices with the class. Are the desirable qualities exclusive to one sex or the other?

Houses

p. 117 Problem: "We live...in the tallest city that Mister Man has built."

Suggestion: Ask the students what work has to be done in order to build houses and buildings. Be sure they understand that women, as well as men, are architects, drafters, plumbers, electricians, painters, decorators.

Additional Reading: "Who Is Marjorie McWhirter?" in People Like Me.

Environment

p. 125 Problem: This book, like the first one in Starting Points, is male-oriented. In addition to the exclusion of women and girls from major character parts in stories, the use of the word "man" instead of "people" (humans, groups, individuals, persons, etc.) is pervasive.

Suggestion: See the section on terminology.

The Fisherman and the Mermaid

p. 152 Comment: The role of the male seahorse in the development of the young challenges much sexist mythology about male and female animals. Have the students do an individual or class project on seahorses.

Ocean Wonders

p. 156 Problem: The term "man" is confusing since it is used in both a generic and a specific way.

Suggestion: See the section on terminology.

p. 159 Problem: "Your mother's vacuum."

Suggestion: Discuss ways of sharing housework and point out that vacuum cleaners are not necessarily the exclusive property of women.

The Best New Thing

p. 182 Problem: "Radas' father and other men worked on the spaceships."

Suggestion: Surely by the time people are living in space, women will no longer be excluded from space work. Discuss.

Additional Reading: Nichols, The Marrow Of The World.

PUBLISHER: Ginn and Company

TEXT: Starting Points in Reading B - First Book (1973)

MAIN CHARACTERS:

Selections	60
Male	26
Female	4
Neither	19
Both	11

ADULT ROLE MODELS:

Male: letter carrier, navigator, knight, squire, cabinet minister, miller, baker, carpenters, prince, teacher, father, office worker, railroad engineer, blacksmith, leather worker, torpedo person, cook, train crew, guard, general, king, student, hunter, submarine crew, weaver, lieutenant, submarine captain, store owner, police officer, silversmith, submarine engineer, painter, artist, sculptor, fisher, dog sledder, trapper, admiral.

Female: sister, mother, salesperson, princess, teacher, student, art patron, hockey player, ladies.

RACE AND CLASS:

Of all the selections in modern settings, only 2 are not about middle-class Anglo-Saxons. There are, however, a couple of stories that deal with people from other racial backgrounds, but they are traditional folk tales. The fairy tales feature aristocratic characters.

GENERAL COMMENTS:

A great variety of additional material is needed to accompany this book. Race, class and sex biases result from omission.

EXAMPLES OF NEGATIVE BIAS:

What Can You Do with a Word?

p. 77 Problem: Fred found a golden bird which turned into a beautiful girl. When she asks his heart's desire, he chooses her.

Suggestion: People should not be thought of as objects to be given away or sold. Ask the students to make up a new ending to replace the contrived one in the story.

Additional Reading: "Atalanta" in Klagsburn, Free To Be You And Me.

The Cabbage Princess

p. 78 Problem: As in the previous story, a woman is treated as an object to be given away or taken.

Suggestion: Keeping this problem in mind, answer the first question on page 78. Ask the class how they feel about the answers. How would they feel if they were being given away?

The One You Don't See Coming

p. 104 Problem: A humourous story is fun, but it can be damaging when it is the only representation of Africans in the book.

Suggestion: Humourous stories are only a small part of the whole folk-tale culture. Try to find an alternate African folk tale which shows the wisdom and dignity of African people.

The King O' the Cats

p. 117 Problem: The wife was "waiting for the master to come home."

Suggestion: If there is a "master," then by implication there is a slave or servant that is used by the master. Marriage should be a partnership rather than a hierarchy. Discuss some alternative family roles.

Travelling with Dogs

p. 166 Comment: In this selection the word "Eskimo" is used. Most people who have been referred to as Eskimo, a Cree word for "raw flesh eaters," prefer to be called Inuit which in their language means "the people."

Feudalism

Comment: "The lowly villein was the backbone of the manor." The villein, in fact, provided all the food and other essentials for the nobles who did almost no work. Villeins who could not buy their freedom were virtually slaves.

Suggestion: Discuss the inequities and exploitation inherent in feudalism. Have the students compare the situation of black slaves in America to that of the villeins.

Additional Reading: Petry, Harriet Tubman; Smucker, Underground to Canada.

PUBLISHER: Ginn and Company

TEXT: Starting Points in Reading B - Second Book (1974)

MAIN CHARACTERS:

Selections	58
Male	12
Female	0
Neither	6
Both	5

ADULT ROLE MODELS:

Male: warrior, geologist, archaeologist, photographer, scientist, professor, author, teacher, hunter, fisher, soldier, knight, servant, musician, cowhand, trapper, Indian chief, police sergeant, naval worker, police constable, principal, secretary, mayor.

Female: author, ballet dancer, nurse, musician.

RACE AND CLASS:

This book acknowledges native people with some realistic and important stories and poems about Indians. A middle-class bias is less obvious in this book than in some others.

GENERAL COMMENTS:

Although this book has some positive sections, it has a male bias. Female characters are depicted in some of the illustrations; however, their presence is certainly not obvious in any of the 58 selections. If this text is the only one available for students, it should be accompanied by a significant amount of material with positive imagery about females.

EXAMPLES OF NEGATIVE BIAS:

In the Beginning

p. 55 Problem: The use of the word "man" instead of human or people may exclude females. Note how all explanations of the creation of life are male based, as are the stories about magical beasts (p. 72, 73).

Suggestion: Ask students to suggest four different ways to say "how man was created." Have the students discuss an alternative title for the article "The Beginning Of Man."

How to Grow Your Own Tree

Comment: The women's passive activities contrast sharply with those of the adventurous males.

What Do I Want?

p. 140 Comment: An excellent poem to discuss with the class. Encourage them to understand that it is not necessary to reject your own culture to feel pride in yourself and a kinship with others.

Wild Bird

p. 142 Comment: Wild Bird is an excellent, although quite complex story.

Suggestion: "Sometimes, says my grandfather, strangers will come to make sure he is taking care of me, and if the room is not clean they will not let him keep me." Ask the students what this passage means. Who will decide if the boy can stay with his grandfather? Explain that Indian children used to be taken away from their families and sent to residential schools. There they lost their culture and their language.

The Smoking of the Peace Pipe

p. 164 Problem: "When all the leading men were seated..."

Suggestion: Point out to the students that now the chiefs of some tribes in Manitoba can be women. Explain that the role of chief is similar to that of mayor of a city.

PUBLISHER: Ginn and Company

TEXT: Starting Points in Reading C - First Book (1974)

MAIN CHARACTERS:

Selections	48
Male	20
Female	5
Neither	21
Both	2

ADULT ROLE MODELS:

Male: baseball coach, umpire, building owner, baseball player, major league scouts, explorer, head candy maker, waiter, scientists, naturalists, explorers, porter, doctor, magician, clown, weight lifter, elephant trainer, parade attendants, lion tamer, tightrope walker, artist, typewriter manufacturers, employee, archaeologist, missionary, forester, teacher, hunters, minister, farmers, salmon packers, soldier, historian, hostler, groom, firefighters, brickmaker, magistrate, horse wrangler, horse trainer.

Female: baseball manager, inn keeper, circus rider, hunter, witch, housekeeper, artist.

RACE AND CLASS:

This book has few selections that include working-class or poor characters and only one selection in which the race is other than Caucasian. It requires the addition of supplementary material.

GENERAL COMMENTS:

There are 20 selections with male main characters and only 5 with female main characters. This representation is clearly inadequate and needs to be supplemented with stories about girls and women. In addition, there are 41 occupations shown for men and only 7 for women. If girls are to gear their aspirations to the world of work, they must have role models. A special set of lessons on careers for women and alternative careers for men must be offered to supplement this book.

EXAMPLES OF NEGATIVE BIAS:

Me and Fat Glenda

p. 47 Problem: The boy takes Sara's tray for her.

Suggestion: Ask the students why this happened. Can Sara not carry her own tray? Does she need help? Discuss the idea of one person helping another, regardless of sex.

Swiss Family Robinson

p. 104 Problem: The narrator continually identifies Mrs. Robinson by her role, referring to her as "my wife." and "his mother." She should be called by name.

Suggestion: See the section on terminology.

Eric the Great

p. 144 Problem: "Girls put their hands over their ears and screamed."

Comment: Children in general might react this way, not just girls.

p. 147 Suggestion: When researching other famous magicians, find out if there have been any that were women. If not, try to suggest why.

Emily Carr's Painting

p. 164 Suggestion: Students may also wish to read one of Emily Carr's books: Growing Pains or Klee Wyck.

Being a Spare-Time Archaeologist

p. 168-171 Problem: The Neutral Indians are described as "cruel" and "war-like."

Suggestion: Such characterization damages the self-image of native people and reinforces the prejudices of non-natives. No consideration is given to the fact that most people would fight to protect themselves from invaders. Have the children write an essay as if they were a child whose homeland was being invaded by strangers, describing what they would do and feel.

Being a Spare-Time Archaeologist (cont'd.)

p. 170 Comment: The excitement of the archaeological discovery is portrayed, but no respect for the sacred burial grounds is evident. Indian people, who are angry and resentful at archaeologists' desecration of Indian graves, have threatened to dig up the bones of Sir John A. Macdonald. Find out more about native views of archaeological studies by contacting the Manitoba Indian Brotherhood.

Suggestion: Because this selection contains negative bias, teachers might consider omitting it completely.

Four Boys and a Dog and Taking Care of Old Things

Problem: The next two selections are also about archaeologists' findings. The impression left by these selections is that all archaeologists are men.

Suggestion: Point out that many women are archaeologists. A famous North American archaeologist is Dr. Mary Leakey. The students may wish to read about her studies.

Restoring Old Canadian Sites

p. 192 Comment: Point out that the Huron Indians' own religion and culture were considered "unacceptable" by the Jesuits who imposed Christianity upon the Huron.

Black Beauty

p. 204 Problem: "Our mistress had been so much alarmed."

Suggestion: Is it possible that she was not the only person alarmed, but that everyone needed extra time to rest after the fire? Very often men blame women for a delay because it seems "unmanly" to admit that they too need some time. Is this a reasonable way to behave? How should the situation be handled?

p. 208 Comment: "With cruelty and oppression it is everybody's business to interfere when they see it..." Ask the class if they agree with the statement and if so, why. Ask how this principle can be applied in the community, in the school, and in the home.

PUBLISHER: Ginn and Company

TEXT: Starting Points in Reading C - Second Book (1975)

MAIN CHARACTERS:

Selections	49
Male	18
Female	10
Neither	17
Both	4

ADULT ROLE MODELS:

Male: father, account executive, sports store owner, caretaker, letter carrier, king, hunter, manufacturer, chauffeur, ambulance attendant, cemetery gatekeeper, truck driver, mechanic, principal, miner, chemist, tailor, general, emperor, soldier, welder, peddler, conservationist, hockey player, coach.

Female: mother, grandmother, teacher, author, conservationist.

RACE AND CLASS:

There are not enough selections that working-class and poor children can relate to directly. Also, few selections have main characters from races or ethnic groups other than white, Anglo-Saxon.

GENERAL COMMENTS:

The authors have obviously tried to address the problem of bias in this book. It contains a better distribution of male and female main characters than some texts. However, supplementary material about females, working-class families, and ethnic groups is still necessary.

EXAMPLES OF NEGATIVE BIAS:

Freaky Friday

Comment: A story about a real girl, Annabel, written in a humorous, conversational style. Ellen Andrews is one of the few mothers in school texts who has a personality.

Freaky Friday (cont'd.)

p. 15 Suggestion: Discuss Annabel's stereotyped view of what mothers do as opposed to the reality that Ellen describes.

Comment: Are "nice" things made to please Daddy in other homes? Should they be? Discuss.

p. 17-18 Problem: "Ellen" is apologetic to Bill.

Suggestion: Do people have the right to "make a scene" over a meal cooked by someone else? Annabel has seen Ellen accept this behaviour in Bill. Should she accept it? Discuss. Ask the class why "Ellen" refuses to make scrambled eggs for Ben. Is that a legitimate refusal? Is it fair or reasonable for family members to request meals different from what has been cooked and offered?

p. 22 Problem: Situation exercise: Father phones to say that he has invited important people over for a home-cooked meal.

Suggestion: Is this a considerate thing to do? Many children (and teachers) may feel that to accept this behavior is the duty of a home-maker.

The Watchers

p. 24 Comment: A fine story with good discussion questions. Perhaps brain damage and its problems need to be discussed in more detail.

Sports

p. 30 Problem: "Skinny's mother, Mrs. Mary Longnecker."

Suggestion: Women should not be designated by their relationships to someone else--they have names in their own right.

Comment: The point to be made is that sports should be played for fun and exercise, as well as to develop a skill. All children should be allowed to play, regardless of ability.

My Brother Stevie

p. 36 Problem: "Smacked him so hard I thought she'd half kill him."

Suggestion: Is it all right for grownups to hit children? Discuss whether Grandma's behaviour is acceptable. Why was she upset at Stevie's actions?

Comment: Although this story of Stevie's behaviour fits a stereotype of poor, black children getting in trouble, it is told with great sensitivity.

My Son's Hugs

p. 44 Comment: An important selection which could lead into a class discussion on the whole area of how people express affection to members of their own sex or the opposite sex.

The Substitute

p. 137 Problem: "Angie began to sob in terror."

Suggestion: Is it realistic to portray girls as creatures who automatically break down and cry at the first sign of trouble? Discuss.

p. 142 Problem: "Dried up old maid school teacher."

Suggestion: This sexist terminology implies that some women are single only because they couldn't "get a man." People are socialized through the media to believe that everyone in our society should be married. Is this desirable? Many women and men, too, are single because they choose that lifestyle.

Additional Reading: Hochschild, Coleen the Question Girl.

The Sneaker Crisis

p. 151 Problem: "The sooner Laurie grew up and had a wife to pick up after him..."

Suggestion: Ask the class if this is the job of a wife. Children should be taught to pick up after themselves. Mothers and fathers who do the picking up don't teach this responsibility. Discuss how housework can best be shared in families.

The Sneaker Crisis (cont'd.)

Additional Reading: Listen to "Housework" in Free To Be You And Me or read the same selection in Klagsburn.

What's in a Name?

p. 155 Problem: In the story of Amelia Bloomer, the author has left out the reason she designed bloomers.

Suggestion: Have the class research her reasons. She was an active woman who found that the long skirts fashionable in her time interfered with her bicycling. Undaunted, she invented bloomers.

Anne of Green Gables

p. 164 Comment: A good supplementary reading about accepting oneself.

Hockey Fever in Goganne Falls

p. 208 Comment: An excellent selection about working-class and poor children in a small town in Alberta. Jimmy Young Duck is "one of the gang" and a good player. The characterization of Joe Tagger, the disillusioned alcoholic who used to be an NHL allstar, needs to be discussed. The boys' need for a coach, and their understanding and acceptance of Joe is sensitively portrayed. Talk about the coaching techniques described on page 231: "not one Gopher was left with a shred of self-confidence." Is this a positive way for coaching to be done? Ask those students who have played organized sports to comment on coaching methods they have encountered. Discuss girls' participation in hockey.

Additional Reading: Kellerhals, She Shoots! She Scores!

PUBLISHER: Holt, Rinehart and Winston of Canada Limited

SERIES: Canadian Basic Readers (1962)

MAIN CHARACTERS:

Selections	340
Male	165
Female	33
Neither	73
Both	69

GENERAL COMMENTS:

This series, originally published in 1962, has serious deficiencies for classroom use in the 80's. For this reason and the fact that it is no longer being published, the reading series should be replaced when alternatives become available.

PUBLISHER: Holt, Rinehart and Winston of Canada Limited

TEXT: Golden Spurs

MAIN CHARACTERS:

Selections	90
Male	39
Female	11
Neither	24
Both	16

ADULT ROLE MODELS:

Male: father, hunter, farmer, fisher, pilot, railroad conductor, clown, ticket agent, engineer, bush pilot, shoemaker, artist, warrior, sea captain, priest, film director, television camera operator, camp director, animal trainer, trader, grocer, butcher, station agent, letter carrier, garage mechanic, store owner, magician, storekeeper, athletic coach, cowhand, police officer.

Female: mother, baker, teacher, warrior, servant, farmer, athlete, animal trainer.

RACE AND CLASS:

A number of selections in this book present a negative image of ethnic minorities.

GENERAL COMMENTS:

New editions of this book will not be published, but old copies in school classrooms and libraries should be carefully examined for acceptability. If this text must be used, the least offensive stories should be selected.

EXAMPLES OF NEGATIVE BIAS:

Mother to Son

Comment: "Mother to Son" provides an opportunity to discuss the difficulties of people in minority groups and their struggle to achieve success and acceptance in society.

Suggestion: What does "don't you set down on the steps" mean in this context?

Additional Reading: Smucker, Underground to Canada; Petry, Harriet Tubman.

Sashes Red and Blue

Comment: Because of its stereotyped treatment of the Quebecois, this story is better left unread.

Silver Buttons

p. 19 Comment: The reference to Indians' assistance of newcomers deserves more attention. Native women played a large part in teaching European men and women how to survive in the west.

Suggestion: Have the students do some research on the buffalo to discover why the species had become endangered. Have them research the skills needed for early survival and how these skills were gained.

Problem: Jim has an arrogant attitude toward girls and minorities.

Suggestion: This story is an excellent one to use to initiate a discussion about bias.

p. 24-25 Problem: "Gosh! Girls don't know anything." "Indians believed in all sorts of queer things, and we've found out that none of them was true."

p. 33 Suggestion: Ask the students why Jim thinks he is so smart and everyone else so stupid. How does that kind of attitude make other people feel? Can one be a scientist if one has no imagination? Why did Jim look at Robin with new respect?

Boy on Strike

p. 33 Comment: This story does not acknowledge women at any point although presumably there are women in the family. The United Nations recently reported that 75% of all work in the world--waged and unwaged--is done by women.

Cabin in the Clearing

p. 39 Problem: "The Indians...sat at the corner in front of the stores."

Suggestion: This story takes place in the last century. Ask the students how the Indians survived if they spent all their time sitting in front of the stores. Why was John afraid of them? Were the Indians afraid of the white people and their guns? Is fear often based on ignorance?

Additional Reading: Faulknor, The White Peril; Houston, Eagle Mask.

Little Chief of the Gaspe

p. 58 Problem: "Jacques almost cried. But since he had become the man of the house he had learned that crying was foolish."

Suggestion: Ask the students if this is a valid statement. Doesn't crying help relieve tension? What does becoming a man mean? Would Jacques be more of a man if he didn't cry?

Additional Reading: Hazen, Grownups Cry Too.

Willie's Good Recess

Problem: This is a heart-warming story which may, however, reinforce the myth that blacks are musical.

Suggestion: The concept of racial stereotyping is worth discussing with students. Because blacks traditionally have had limited access to many occupations, people have tended to attribute an individual's success in areas such as music and sports, which were not as restricted, to an aptitude common to the entire race.

Warrior Women

Problem: Although this story demonstrates the strength and courage of women and the importance of their work, it frequently presents a negative view of native people as warriors who are always fighting among themselves.

Suggestion: If this selection is discussed, it should be explained in its historical context.

Mr. Edwards Meets Santa Claus

p. 108-116

Problem: In this stereotyped story, Mr. Edwards is the hero and the girls are "sweet, pretty, good, little young things" who amuse themselves by "sewing their nine patch quilt blocks or cutting paper dolls."

Suggestion: Ask the students for a list of the toys they play with most often. Discuss the qualities of toys which make them "good" or "not so good." What do toys and games teach us? Encourage discussion about the work of women as depicted in the story and how it has changed in the last hundred years.

Ahman and the Elephants

p. 119-126

Comment: Ahman was being sent away from camp because he was small and weak. His experience provides a useful vehicle to address discrimination based on size.

Suggestion: In societies where physical strength or beauty is the ideal, those who do not measure up are often ridiculed and made to feel inadequate. As a result, they may find it necessary to "prove" themselves. Ahman found one advantage to being small, however. Have the students list other advantages. Discuss the drawbacks as well, paying attention to the hostility created when people are teased because of their size.

Christmas with the Indians

p. 127-134

Problem: There is too much of a negative bias about Indians to make this story acceptable.

Alternative Reading: Sealey (ed.), Stories of the Metis; "Wild Bird" in Starting Points in Reading B - Second Book.

The Big Green Umbrella

p. 135 Comment: Ask the students why the Chinese women had little feet. Binding women's feet, a custom which supposedly enhanced their beauty, eventually crippled many females. Since the Chinese Revolution, foot binding has been forbidden. Discuss ways in which various cultures, past and present, have expressed their ideas of physical beauty and fashion, e.g., body tatoos, hair dyes and make-up, reducing diets, etc. In what ways might these practices be harmful to a person?

Comment: Skim back over the book and look at the pictures. In the illustrations the men are generally actively engaged in exciting pursuits. Almost without exception, the women and girls do passive or "feminine" jobs, like cooking, sweeping, or serving. Is the visual message the same in the last half of the book?

The Teacup Whale

Problem: A great number of male occupations and roles are dealt with in this story. The few females that appear are presented negatively. The mother, for instance, is depicted as quite silly--she can't see the whale even when it is spouting water at her.

Suggestion: Ask the students what is wrong with the last line on page 159. Did no women come with their children? Ask the students to name the occupations on page 159 and express them in a way which shows that both men and women can hold the same job. Find synonyms for words like postman which avoid sexist terminology, e.g., postal carrier, postie, postal worker, etc.

Elizabeth Ann Fails an Examination

p. 213 Comment: Failing school tests is often very traumatic for children. It is even more upsetting to fail a complete grade. These problems should be discussed by students and staff.

Suggestion: Ask the students if any important people they know have failed subjects or grades in school. Point out that Einstein, now considered a genius, failed Grade 3 and was considered retarded by his teacher. Discuss with them how people sometimes fail in one area but excel in others.

How Marilyn Swam the Lake

p. 218 Problem: "Her one personality problem was stubbornness."

Suggestion: Ask the students to discuss whether she was stubborn or courageous as her coach believed. Was that quality a problem?

The Sun Princess

p. 247-252 Comment: This selection adds a refreshing twist to the old story of the prince and princess who fall in love and live happily ever after.

Additional Reading: Williams, The Silver Whistle.

Monsieur le Pelican

p. 262 Problem: "For here is Dr. Schweitzer, the Great Doctor, who has brought love to a land of fear." This statement about Dr. Sweitzer's role in Africa includes a faulty generalization about the quality of life there.

Suggestion: Have the students discuss what "Great Doctor" means. How would Dr. Schweitzer's medical treatment bring about love? Is it likely that Africans did not feel love but only fear? If Africans were fearful of white people, what might have been the causes?

Christmas Poems

p. 308-312 Comment: Since many students may not be Christian, these poems should be supplemented by selections reflecting the religious or cultural beliefs of your students. Ask the students to bring a poem from home or to describe their families' winter celebrations.

Presents

p. 312 Problem: Although the poet leaves the reader to imagine the sex of the person in the poem, the editorial remarks following the selection identify the subject as male.

Suggestion: Point out that the person's characteristics apply equally well to females. Were the remarks at the bottom of the page made by someone who doesn't understand children?

PUBLISHER: Holt, Rinehart and Winston of Canada Limited

TEXT: Story Caravan

MAIN CHARACTERS:

Selections	130
Male	57
Female	15
Neither	11
Both	47

ADULT ROLE MODELS:

Male: grocer, doctor, pirate, construction workers, faith healer, hockey player, peddler, gauchos, mayor, political leader, janitor, writer, fisher, mathematician, court jester, goldsmith, wizard, husband, father, knight, hunter, brother, apple grower, R.C.M.P., teacher, trapper, dog trainer, miner, farmer, cattle keeper, astronauts, show maker, prince, magician, cook, king, postal worker, school principal.

Female: mother, wife, sister, cattle herder, astronaut, princess, teacher, abolitionist.

RACE AND CLASS:

Too few stories are about ethnic minorities. North American Indians are stereotyped because they are pictured only in traditional historical settings.

Although there are a few stories about poor people in a modern setting, most selections are about middle class characters.

GENERAL COMMENTS:

It is commendable that several stories feature single-parent families, but a greater variety of family groupings is still necessary.

There are at least 6 selections with a Christian theme. Because children of different religious backgrounds will be present in the classroom, a wider range of religions should be represented in the textbooks, or religion should be left out altogether.

GENERAL COMMENTS (cont'd.)

The terms "man," "men," "he" or "him" are always used when people or person is meant. Animals are almost always called "he" or "him." Also, even though a poem makes no specific reference to gender, the illustration usually features male characters. Of 91 poems, 32 are identified as male and only 8 characters (of which 1 is Spring, 1 October and 2 are Moon) as female. Many more poems about females are needed to add to this number.

EXAMPLES OF NEGATIVE BIAS:

Two Big Bears

p. 18 Comment: This is a story by Laura Ingalls Wilder. The good examples of female bravery and coolheadness are such a change from the usual image given women. It is also a very interesting story.

The Winning of May

p. 59 Problem: An otherwise good story is marred by the unnecessary comments, "Gossiping and giggling...girls." This is an all too frequent description of females and is totally misleading. People who work together naturally talk and exchange information, be they male or female. Also, the story says that because Finfa did not like to do the traditional tasks, she was not liked by the other girls of the village.

Suggestion: Ask the class to make a list of girls and women whom they admire. Point out to them that many of these females have interests that are not average.

Return at Springtime

p. 65 Problem: The story mentions the Sioux scalping the Blackfoot. The practice of scalping became more frequent and more widespread after the Indians came into contact with Europeans who encouraged its use.

Suggestion: Have the students research raiding practices. Have them pay special attention to the practice of "counting coup."

Little Nichet's Baby Sister

p. 105 Problem: The word "squaws" is used to mean "women." Squaw is a European corruption of the Cree word Iskwoa which means women or wife. Since the story refers to the Micmac, the word is used out of context. In any case it is generally meant as an insult and should not be used in textbooks. Pages 107-108 refer to the Indians speaking their "micmac" talk. This is a derogatory statement about the Micmac language.

Suggestion: Have the children research the Micmac Indians and pay particular attention to their language.

The Land Ship

Problem: The king plans how he will marry off his daughter as if she were a possession rather than a human being. The king also says he will leave his daughter his kingdom, but instead he leaves his kingdom and wealth to his daughter's husband.

Suggestion: Ask the class to discuss the view of women and children as possessions. Should fathers be able to give away their daughters? Why would the king change his mind and leave his wealth to his son-in-law and not his daughter?

Additional Reading: "Atalanta" in Free To Be You And Me.

Digging for Treasure

Problem: Many of the comments and incidents are sexist. Girls are depicted as being fussy and overly-concerned about cleanliness. When Albert is buried in a cave-in, even his uncle criticizes him because he does not behave in a "manly" fashion.

Suggestion: Because the attitudes in this story are both stereotyped and destructive, it should be omitted.

Days

p. 221 Comment: Although the content of the poem is neither male or female in orientation, the illustration shows two boys. Had the illustrator depicted a boy and a girl, the poem would have a broader interest.

Bad Blood

p. 245 Problem: The negative description of remote villagers as a slow, unfriendly and silent people, black as their boots, wearing black clothes and black hats, could foster prejudice against people who live differently.

Suggestion: Have a discussion or perhaps a film on colonies of people like the Hutterites and Doukabours who have chosen to live a life more or less apart from others. An understanding of different lifestyles will help overcome the suspicion shown in this selection.

The Happy Prince

Comment: This beautifully told story helps in understanding the discrepancy between the rich and the poor.

The Secret Door

Comment: This is a good story explaining the underground railroad which brought Southern slaves to Canada. It depicts a brave woman and an understanding child.

Monsieur Joliat and Pierre of Timagami in New York

Comment: Considering the current problem between English and French Canadians, perhaps some discussion on accents could be done with the class. Point out that when English people speak French they tend to have an English accent. People from the southern U.S.A. think all Canadians have a Canadian accent.

Robin Hood and the Widow's Three Sons

Comment: There is a note at the end of the poem explaining the changing meaning of "silly." Be sure to discuss this with the class because too often old people are depicted as foolish and useless.

p. 347 Problem: One crime the three squires are being punished for is taking "other men's wives." Women are thought of as possessions. The offense is against the husband; the wife is not considered.

Robin Hood and the Widow's Three Sons (cont'd.)

Suggestion: Treating women and children as possessions of men is another form of slavery. Have the class discuss or do research on the various types of slavery.

Autumn Fancies

p. 369 Problem: Trees have no sex, so why is it necessary to assign genders to them in stereotyped ways?

Suggestion: Ask the children to rewrite the poem, keeping the beautiful imagery but removing the gender.

The Old Pack Horse

p. 373 Problem: In describing the Indian in this poem, the writer gives the impression that either the Indian cared nothing about his horse or hid his feelings very well. Although all people hide their feelings sometimes, Indians have become stereotyped as "stone-faced."

Suggestion: Since so many, if not all, the images of the Indian people are stereotyped, an Indian speaker could be invited to the class to speak on native identity.

The Edge of Beyond

p. 374 Problem: This poem is good because it does not exclude anyone by identifying the speaker's sex. The one problem lies in the last line, "And no one need ever grow old." Growing old is a natural process, and old people have very much to offer to a community.

Suggestion: Have an older member of the community in to speak on something of interest to both them and the class. Some schools have "Grandfriends Programs" in which older people from the community are involved in school projects.

Silver Ships

p. 386 Problem: Although the author of this poem is a woman, she describes only "trails that a lad may follow."

Suggestion: Using Amelia Earhart as an example, point out to the class that women also fly planes.

Birthday Gifts

p. 392 Problem: One of the gifts mentioned is "a little black man." Treating people as possessions is slavery.

Suggestion: Discuss with the class what slavery is. Maybe they could research the topic. Books on Harriet Tubman are usually available in any school library.

PUBLISHER: Holt, Rinehart and Winston of Canada Limited

TEXT: Argosy

MAIN CHARACTERS:

Selections	120
Male	69
Female	7
Neither	38
Both	6

ADULT ROLE MODELS:

Male: bishop, sailor, outlaw, druggist, priest, gas pump operator, R.C.M.P., king, doctor, coast guard, chicken farmer, shepherd, baker, musicians, lawyer, miller, chief minister, foreman, pirate, hunter, abbot, father, weaver, archaeologist, game warden, farmer, professor, astronaut, master moulders, bellsmiths, ship's officer, dock official, company manager, chauffeur, street car driver, firefighter, voyageur, fisher, pioneer, railway section boss.

Female: mother, weaver, teacher, dressmaker, telephone operator.

RACE AND CLASS:

Most selections are about white, middle-class characters. People with working-class or ethnic backgrounds appear only in stories with traditional settings.

GENERAL COMMENTS:

Only 2 stories and 5 poems have females as central characters. To combat this sexual bias as well as the under-representation of other minorities, this book should be supplemented with stories of females, non-whites, and working-class people.

EXAMPLES OF NEGATIVE BIAS:

The Lonesome Sardine

p. 5 Problem: "Sometimes...I don't know why I married you... straighten this boy out." The father tells the son to respect his mother, yet refuses to do so himself. He assumes that it is the mother's role to discipline the children and deal with all their problems.

Suggestion: Ask the class how responsibility should be allocated for child rearing. Fathers are sometimes stereotyped in the role of disciplinarian as well.

p. 6 Problem: "Brothers playing noseball and his sisters attending domestic science classes..." This sex stereotyping has boys relaxing, while girls are being trained in domestic duties.

Suggestion: Ask the class if this situation arises in their lives? How should domestic chores in a family be handled?

Additional Reading: Read or listen to "Housework" in Free To Be You And Me.

Paco Goes to the Fair

p. 11 Problem: "Neither of them cried--Indians just don't." Is this a fact or a stereotype?

Suggestion: Cultural differences in behaviour could be discussed here.

Out of this World

p. 20 Problem: "Dad was fond of both the children, but hadn't shown it openly..." Many people in our society have not learned to express their emotions. It is important that parents be able to show affection for their own children.

Suggestion: The class can explore and discuss various ways to express different emotions, as well as the importance of controlling them in some situations.

Additional Reading: "My Son's Hugs" in Starting Points in Reading C - Second Book.

Out of this World (cont'd.)

p. 20 Problem: "She's pretty smart--for a girl." This sexist remark should not be allowed to slip by as just boyish mischief.

Suggestion: Ask the class if girls are as smart as boys. Talk about aptitude tests which show little difference in the scores of boys and girls.

p. 21 Problem: "The coy flutter of more than one feminine eyelid."

Suggestion: Ask the class if girls would find David attractive simply because his father is going into space. Talk about qualities in people that others find attractive.

p. 23 Problem: "Take good care of Mom and Clare." The chauvinistic idea that a male's job is to take care of females has become ingrained in our culture. It is doubly insulting to women when a young boy is asked to take care of a grown woman and a sister older than he is.

Suggestion: Ask the class what David could do to "take care of his mother." He could cooperate in the family and be helpful, but his mother "takes care of" him.

Passengers for Panama

p. 34 Problem: "Venezuela is a wealthy country thanks to the kindly tyrant, his Excellency, General Gomez."

Suggestion: It is important to point out the problems with this kind of logic. People in positions of power may be wealthy under a dictatorship, but very few benefits filter down to the majority of the population.

Cap Shott

p. 63 Problem: "Ye are na' of this voyageur breed o'river rats." This shows a very condescending attitude toward the French who are stereotyped as a race of voyageurs.

Suggestions: It can be pointed out that Muir does not have the same amount of experience that Louis has. Skill as voyageurs has nothing to do with "breeding" or being French as opposed to Scottish.

Cap Shott (cont'd.)

p. 67 Problem: "Muir McEwan, who became a chief factor before his hair was grey..."

Suggestion: Discuss the fact that Muir was brought over from Scotland as a apprentice clerk to be trained for the job of chief factor. Control of the Hudson's Bay Company was kept in the hands of the British in this way. The French voyageurs had intelligence and skills to offer but were kept in the role of voyageur-trader. It was unrealistic for them to aspire to managerial positions. This type of story tends to reinforce the idea that one class or nationality has the worker role and another, the management.

Ghost of the Lagoon

Comment: Often in children's readers there are "coming of age" stories about young boys saving others or performing courageous acts. Judging from the narrative and the illustrations of this story, one cay say that Mako is 11 or 12 years old, yet he slays the huge shark, Tupa, that has been terrorizing the whole village. The feat is unrealistic and creates unrealistic expectations of what a child of that age is capable.

Rikki-Tikki-Tavi

p. 91 Problem: "But Teddy's mother wouldn't think of anything so awful."

p. 95 Problem: The phrase "Heard a scream from Teddy's mother." The roles of the humans are stereotyped: father is the one to protect, defend and give all information; mother is afraid, screams and does nothing.

Suggestion: Ask the class if this portrayal is realistic.

The Voice of the Bell

p. 171 Problem: "Twice you have betrayed...tremble and obey." Although this story is a folk tale, it does have real life parallels. Some political leaders did, and in some cases still do, have life and death power over people.

The Voice of the Bell (cont'd.)

Suggestion: Have the students discuss the power structure described in the story and compare it to the structure of modern businesses or governments.

Two Chests of Treasure

p. 174-175, 181 Problem: A negative, stereotyped image of black people is presented in this selection. Black people seem always to be "naked," "sweating," and "poor wretches." The boy doesn't seem to react with enough horror at their murder.

Suggestion: Discuss with the class the attitude that non-white people are less than human. An essay could be assigned on contributions of non-whites to world culture.

Alternative Reading: Petry, Harriet Tubman.

Jean Labodie's Big Black Dog

p. 226 Comment: This is a humorous selection. However, given the political situation in Canada today, another should be added that shows French Canadians as intelligent, sensible people--a view opposite to that presented in this story.

p. 233 Problem: When Jean Labodie shot his imaginary dog, "Madame Villeneuve screamed and Delphine Langlais fainted." Such a reaction, especially under those circumstances make women seem exceptionally weak and squeamish.

Suggestion: Ask the class if they would be upset to see a dog or any animal being shot. Discuss the experiences of women doctors, nurses, and veterinarians.

King John and the Abbot of Canterbury

p. 235 Problem: In the play the king condemns to death a man who has stolen in order to feed his family. Although the king's action is not endorsed by the play, its injustice should not be ignored.

Suggestion: Ask the children if people are still sentenced to death. What happens to a person's family when people are convicted of crimes of which they are innocent?

Additional Reading: Freeman, The Shantymen of Cache Lake.

Three Young Kings

p. 284 Comment: A very good story about the effects of the inequal distribution of wealth. The three boys behave in a very humane way, but these actions do not relate only to Christianity.

The R.C.M.P. Provides an Escort

p. 305-313 Problem: This selection is full of misinformation and is tinged with racism. A few examples of racist language are "renegade Indians," "arrogant Blackfeet," "young bucks," "squaws," and "a hungry Indian is especially dangerous." The Indians are herded like cattle and bribed with food. Their medicine customs are regarded as foolish and their leader treated with great disrespect. The final insult occurs when Davis returns and he is told to take a bath and burn his clothes because he had been in close contact with Indians.

Suggestion: It is strongly recommended that this selection be omitted because the racism is too integral to the plot.

The Akond of Swat

p. 346 Problem: This poem has a line about wife-beating. This is a serious social problem that should not be taken lightly.

Suggestion: This subject should be discussed in the classroom. The class could find other examples of violence in fairy tales, children's poetry, and nursery rhymes.

A Legend of the Northland

p. 366 Problem: The line "in their funny furry clothes," does not acknowledge the well-designed clothes of the Inuit.

Suggestion: Initiate a discussion or a project on how clothes are adapted to the climate.

PUBLISHER: James Lorimer and Company SERIES: Where We Live

MAIN CHARACTERS:

Selections	21
Male	6
Female	7
Neither	0
Both	8

ADULT ROLE MODELS:

Male: gardener, principal, store owner, thief, barber, farmer, veterinarian, brick layer, government worker, teacher, T.V. producer, father, steel worker, pilot, contractor, electrical worker, musician, metal smith, lumber-yard clerk, steel worker, tramp.

Female: commercial artist, mother, hospital worker, teacher, store clerk, personnel officer, farmer, bricklayer, babysitter, sewing machine operator.

RACE AND CLASS:

Set explicitly in a working-class context, the book is multi-ethnic in characterization and does not ignore ethnic or racial problems and prejudices.

GENERAL COMMENTS:

This series is highly recommended, especially for core area schools and those with a high concentration of minority group students. It is the only series reviewed in which females are depicted as the equals of males.

Unlike other series, these books are based on a realistic examination of ordinary people and deal honestly with the problems children experience in their daily lives. The stories appeal to children and allow a wide-ranging and meaningful discussion to be initiated by teachers.

EXAMPLES OF POSITIVE IMAGES:

About Nellie and Me

An exciting book about how a little girl and her friends fight against the rules of a public housing unit. It also deals with the problems of parental separation and school bullies.

Marco and Michela

Like the characters in the other books in this series, Marco and Michela are confronted with real situations and real people. A multi-ethnic book, this deals with how to resolve problems concerning immigration, work and history.

What's a Friend?

A fine story about friendship which directly confronts the hurt that comes from prejudice as well as the feeling of pride which comes from acknowledging one's background. Useful for classrooms with Portugese students.

Cedric and the North End Kids

An enriching story of a Jamacian immigrant boy who learns to adjust to a strange Canadian city. Through his experiences with a boasting boy, his first hockey game, and an awkward situation resulting from a challenge, he gradually becomes one of the North End kids.

The Golden Hawks

This is a delightful story about real children leading real lives in a Toronto suburb. They live in a working-class family in which both parents work outside the home. The children have friends who have recently immigrated from India, and together they take on the responsibility of earning money to build a club house.

PUBLISHER: Thomas Nelson and Sons (Canada) Limited

SERIES: Language Development

MAIN CHARACTERS:

Selections	203
Male	81
Female	16
Neither	74
Both	32

GENERAL COMMENTS:

This series contains stimulating and challenging stories about Canadians. Although ethnic minorities are still under-represented, some efforts have been made to provide stories with positive imagery about Canada's native people.

Not enough selections present females in a positive light, however. This is particularly evident when one contrasts the occupational models for boys and girls. To confront traditional stereotyped attitudes toward the work of males and females, units should be added that show women in a variety of occupations.

Even though this series offers some valuable material, it must be supplemented by additional stories about girls and women, native people in a modern setting, other ethnic minorities, and low-income and working-class families.

PUBLISHER: Thomas Nelson and Sons (Canada) Limited

TEXT: Hockey Cards and Hopscotch (1971)

MAIN CHARACTERS:

Selections	39
Male	17
Female	3
Neither	13
Both	6

ADULT ROLE MODELS:

Male: hockey player, researcher, sea diver, oceanaut, firefighter, trapper, fisher, farmer, airport maintenance worker, pilot, police chief, milk deliverer, zoo owner, doctor, owner, truck driver, musician, radio announcer, father.

Female: teacher, ballet dancer, housewife.

RACE AND CLASS:

A number of stories feature native people in a positive way, although all are portrayed in traditional settings as trappers, hunters, etc., and all are poor.

Poverty is portrayed in this book, but it is always linked to race. Specifically, those who are poor and jobless are natives living in traditional settings, whereas those who are well-off, with well-paying middle-class jobs, are Anglo-Saxons.

GENERAL COMMENTS:

This book is biased primarily because of the absence of female characters, the stereotyping of occupations, and the way race and class are linked. There is traditional native content which will be of interest, but the book should be supplemented with some stories about native people in a modern setting and more material about girls and women.

EXAMPLES OF NEGATIVE BIAS:

Hockey Cards

p. 6 Problem: All of the hockey players represented in this book are male.

Comments: Although hockey is a male-dominated sport, students should be encouraged to view participation in any sport as based on skill and interest rather than sex.

Suggestion: While talking about hockey cards, have the students investigate other athletic activities. Have them bring pictures and post them on the wall, being careful to have as many women athletes as men. Look for pictures of men and women in non-traditional fields, i.e., male skaters, or ballet dancers; female hockey or baseball players.

Additional Reading: Kellerhals, She Shoots! She Scores! "How Marilyn Swam the Lake" in Cavalcades.

Lady Teacher

24 Comment: "Lady Teacher" is a good story, but Jimmy's stereotype of a female teacher should be confronted directly. The selection provides a valuable learning experience.

Suggestion: Ask the students what one could learn from the story. Jimmy didn't like lady teachers because he had a stereotyped notion of them. What is stereotyping? Point out how stereotyping hurts both the person who does the stereotyping and also the person who is stereotyped.

Ask students to make a list of adjectives used to describe people such as pretty, strong, bossy, timid, helpful, friendly, etc. Then have them go through the list and identify those words that tend to be associated with members of each sex and those that are neutral. Discuss the reasons for those associations and whether they are valid. Point out that associations based on gender are stereotypes. See the activities section.

Hockey Night in Canada

p. 50 Problem: Hockey is presented in this selection as an exclusively male sport.

Suggestion: Discuss the story with the class. What are some activities that used to be done by only one sex that are done today by both? Why did the change occur? Are there sports in your school or community that are limited to one sex? Perhaps your class might get a petition together to stop limiting participation on the basis of sex.

Additional Reading: Kellerhals, She Shoots! She Scores! "To Become A Champion" in People Like Me.

Silver

p. 78 Problem: The teacher's guide makes no reference to the portion of the story which deals with old Inuit people who left their families to go and die.

Suggestion: Unless this tradition is dealt with properly, the story can breed intolerance because of misunderstanding.

Old people themselves made the decision to leave the group so that the small amount of food could be divided among the younger members. This may seem a harsh practice, but it was necessary for group survival.

Jimmy-Why and Noel

p. 105-119 Comment: Ask the students to identify the knowledge that Noel had. How was this knowledge helpful to the settlers that arrived in Canada from foreign lands?

Man Undersea

p. 144 Problem: The questions in the teacher's guide are phrased inappropriately.

Suggestion: Many women are divers, marine biologists, and researchers. Jacques Cousteau has a crew of both men and women. Point this out to the students.

Man Undersea (cont'd.)

Ask the students if the diver is male or female. Although all the other characters are identified as males, there is nothing definitive to indicate the diver's sex. We assume the diver is male because of our assumptions about males and our stereotyping of occupations.

Additional Reading: Martin, Kumi and the Pearl.

The Magic Slippers

p. 165 Problem: Ballet is characterized as a female activity.

Suggestion: If you do the exercise in the guide called "Classifying," point out the similarity in the skills needed by hockey players and ballet dancers. Ballet dancers, who have very strenous schedules, need strength, stamina and agility.

p. 165 Comment: Have the students draw a picture of Madame Olga. Do they depict Madam Olga in a wheelchair as this story implies? Point out to the students the discrimination often directed against the handicapped.

p. 170 Problem: What is "unladylike" behaviour? Is it behaviour appropriate for men but not women? Consider the previous stories in the book. Were the boys chastized for fighting, yelling, even killing? The use of words like "unladylike" socializes girls to meet a standard of quiet, obedient and docile behaviour.

Suggestion: Have the students define good and bad behaviour. What is bad for one sex should not be considered acceptable for the other. Read a story about an athletic female. Is her behaviour "unladylike?"

Additional Reading: "To Become A Champion? in People Like Me.

To Grow into a Man

p. 194 Problem: The transition from childhood to adulthood is the issue here, not becoming "a man."

Suggestion: What does "being a man" mean? Are the qualities a man should possess different than those a woman should have? What qualities would the students most like a friend to have? Have them discuss this in small groups and report back to the class.

Do adults sometimes like to be cared for? Point out that everyone feels angry, depressed, or lonely sometimes and that these are not feelings to be ashamed of. People are interdependent.

PUBLISHER: Thomas Nelson and Sons (Canada) Limited

TITLE: Northern Lights and Fireflies (1971)

MAIN CHARACTERS:

Selections	35
Male	18
Female	2
Neither	11
Both	4

ADULT ROLE MODELS:

Male: army commander, mayor, police officer, trapper, actor, camera operator, director, butler, druggist, father, mammalogist, pilot, junk collector, inventor, prince, whalers, whale boat captain, harbour workers, crane operator, rescue workers, hunters, scientist, psychologist, trainer, aquarium operator, professor, bulldozer operator, pirate, forester, lobster trapper.

Female: weaver, actor, sorcerer, baker's assistant, radio commentator, mother.

RACE AND CLASS:

The book does not contain stories about people of racial or ethnic backgrounds other than middle-class Anglo-Saxon. The stories representative of native culture are all traditional animal tales.

GENERAL COMMENTS:

There is not one story with a female main character. However, some stories have girls participating with boys in the action, and in these, the roles tend not to be stereotyped. This book should be supplemented with positive image stories about girls and women and ethnic groups other than white Anglo-Saxons. A unit on career opportunities with emphasis on non-traditional jobs for women should supplement this book, as 31 occupational models for men and 6 for women is clearly an imbalance.

EXAMPLES OF NEGATIVE BIAS:

The Whale Killers

p. 164 Problem: "Killer nature does not extend to include man."

Suggestion: Point out the sexist terminology. "People" could be used here. See the section on terminology.

A Good Tree That Christmas

p. 184 Problem: Some attempt should be made to point out that Timothy has an outdated view of the lives of Indians today.

Suggestion: Point out that generally native people don't sleep on fir boughs any more than anyone else. Some people might use boughs when camping out.

p. 186 Problem: "There aren't any Indians anymore..."

Suggestion: This error should be pointed out. Display pictures of Indian people today in the classroom. Indians rarely sell baskets at the door!

p. 193 Problem: "Indians and Santa Claus were as real as could be to him."

Suggestion: Indians are real but they do not live or dress traditionally anymore than white people live like pioneers. Invite a native person to address the class.

Alternative Reading: "What Do I Want" or "Wild Bird" in Starting Points in Reading B - Second Book.

The Three Mummers of St. Mary's

Comment: The teacher's guide suggests a discussion of family traditions, including those of children from a variety of ethnic backgrounds. This is good advice.

PUBLISHER: Thomas Nelson and Sons (Canada) Limited

TEXT: Kites and Cartwheels (1972)

MAIN CHARACTERS:

Selections	40
Male	13
Female	2
Neither	16
Both	9

ADULT ROLE MODELS:

Male: pulpwood cutter, ship's captain, pilot, newspaper editor, rental agent, police officer, teacher, railway worker, cowhand, photographer, television reporter, radio reporter, executive assistant, cabinet member, farmer.

Female: librarian, hotel clerk, waiter, teacher, magazine reporter, secretary.

RACE AND CLASS:

Although it is not until the very end of the book that there are stories about non-Anglo-Saxons, the selections about the Francophone and Indian boys do present minorities in a modern setting and are worthwhile reading.

GENERAL COMMENTS:

Males outnumber females by 600% in this book. Minorities are considerably underrepresented. However, some stories are excellent. This book needs to be supplemented with more material about females and minority group members.

EXAMPLES OF NEGATIVE BIAS:

My Josephine

p. 18-31 Problem: This story depicts the male character, Glen, as being calm, collected and thoughtful and the two girls as more frightened. The image of frightened, helpless females is emphasized by the fact that, in the pictures, Glen appears younger than the girls.

Suggestion: Ask the students to imagine what the story would be like if it were told by Norma. Would Norma seem to be quite secure and Glen quite frightened?

Additional Reading: Freeman, Shantymen of Cache Lake.

Granny Goes Flying

Comment: Ask the students how they feel about getting older. Do they know other people in their seventies who have had unusual adventures?

Amelia Earhart

p. 90 Problem: "At one booth they shot pellets at moving cardboard Indians."

Suggestion: Descriptions of activities with such racist overtones as this should be dealt with openly. Ask the students to define racism. It means treating members of different racial groups unequally. It means treating members of a particular group badly, because of a negative experience with one member of the group. What would happen to their self-images if people cheered when cardboard elementary students were hit with pellets?

On the Trail to Lost Lake

p. 153 Comment: This is one of the most realistic stories in all the books available for Grades 4-6. It is presented in a non-sexist way but shows some of the conflict between individuals and between the sexes. Too many stories in texts create a world quite foreign to the lives of students, and it is refreshing to read "On the Trail to Lost Lake."

Jack and the Unicorn

p. 165-172

Problem: The image of the mother in this story is quite harsh. She certainly shows little understanding of Jack's situation.

Suggestion: Ask the students how their mothers would react. Have them act out a situation in the roles of Jack and his mother as they think she should be.

Additional Reading: "Get It Right On Paper" from People Like Me.

From Out of the Blue

p. 199-222

Comment: The females of this story appear to be very silly people. The female reporter, faced with a big story, asks for a recipe for stew. Although the story is meant to be humorous, this portrayal would offend every female reporter in Canada.

Suggestion: Examine local papers for by-lines of reporters--male and female--and what they write about. A woman from a local paper could also be invited to talk to your class about newspaper reporting. Compare modern newspapers with those from the early 1900's. Have women's interests changed? How many publishers have eliminated "The Women's Page?"

PUBLISHER: Thomas Nelson and Sons (Canada) Limited

TEXT: Sleeping Bags and Flying Machines (1973)

MAIN CHARACTERS:

Selections	39
Male	15
Female	4
Neither	15
Both	5

ADULT ROLE MODELS:

Male: warden, doctor, lawyer, industrialist, merchant, shoe salesperson, astronaut, army personnel, military police, hunter, camp counselor, fisher, captain, bush pilot, mechanic, government minister, mayor, chaplain, technician, army captain, musician, entrepreneur.

Female: navigator, office workers, interior decorator, musician.

RACE AND CLASS:

This book contains two excellent stories about native people. In addition many of the events described are adventures combatting nature and not typical middle-class situations.

GENERAL COMMENTS:

The pictures give a clear indication of the male dominance in this book. In many of the stories that have males as main characters, women are completely excluded. Only three stories feature women. "The Treetop Airwoman" is commendable. "New Shoes" is a stereotyped treatment of how one girl hurts another; in the third selection, two women help birds. In contrast, men in this book are courageous, interesting, and valuable to their communities.

The book can be commended for its Canadian content, but it needs to be supplemented with additional material about girls and women and the multi-ethnic character of Canada.

EXAMPLES OF NEGATIVE BIAS:

The Spur Dog

Problem: Man and boy are pitted against nature, heroically fighting the beasts and elements and winning. This selection should be supplemented with material about courageous women.

Additional Reading: "How Marilyn Swam the Lake" in Cavalcade; O'Dell, Island of the Blue Dolphin.

Ice Break

Comment: The narrator does not specify whether the rider in this selection is male or female, yet the questions in the teacher's guidebook assume that the character is a man.

Tout-Petit

p. 111 Problem: "A real dog, a man's dog..." In school texts, dogs and men are often associated whereas women are paired with cats.

Suggestion: Ask the students about their pets. Point out that "a man's dog" is a silly term, since many girls also have dogs as pets. Is M. Hamel less of a man because he doesn't keep Tout-Petit?

PUBLISHER: Thomas Nelson and Sons (Canada) Limited

TEXT: Toboggans and Turtlenecks (1973)

MAIN CHARACTERS:

Selections	50
Male	18
Female	5
Neither	26
Both	1

ADULT ROLE MODELS:

Male: merchant, trader, ranger, game warden, forestry warden, music professor, storekeeper, police officer, ambulance attendant, fisher, ship's captain, university researcher, healer.

Female: farmer, mermaid, mother.

RACE AND CLASS:

This book has some ethnic diversity and does not contain racist or sexist references. There are some selections where the main characters are working-class, but few are poor. The book is well-written, interesting, and challenging.

GENERAL COMMENTS:

There are nearly four times as many selections with male main characters as female. Not only is this representation inadequate but the great disparity in occupational role models for boys and girls is unacceptable. The book should be supplemented with stories with positive female images as well as a unit on career options, with special emphasis on non-traditional career options for women.

EXAMPLES OF NEGATIVE BIAS:

Power Failure

p. 15 Comment: "Philippe...consoles her with the polished skill of an older brother."

It is good to find a boy that can offer consolation, a rarity in children's readers.

Distant Treasure

p. 32 Comment: Many traditional stories imply that women are loved because of their beauty. If Jasmine were not beautiful would her father love her as deeply? Discuss love and beauty. Is beauty a prerequisite for love? What qualities do people really love in another? Is beauty alone enough?

Don't Cross the Creek

p. 54 Problem: "Cry...(that) he knew...he must not do."

Suggestion: Clarify the reasons he must not cry. In this case it is not that crying would be considered "unmanly" but that psychologically it would be an admission of helplessness and defeat. He knew he must keep up hope and look after himself.

What Do I Remember?

p. 64 Comment: The background information of the internment of Japanese people during the World War II should be given to the class. The poem speaks of the racism in our country. Suggest the reading of A Child in a Prison Camp by Takashima to offer a more detailed picture of the camps and a sensitive view of Japanese culture.

Additional Reading: Takashima, A Child in a Prison Camp.

Wheels of Fire

p. 67 Problem: "She remembered Indian territory." This phrase is never explained in this excerpt, and the implication may be that Indians are responsible for the fire. In Little House On the Prairie, Wilder again suggests this as an explanation.

Suggestion: Discuss whether this explanation is plausible. Indian people were careful about respecting and conserving the environment. Were they likely to destroy their means of livelihood just to spite and get rid of the white settlers?

Additional Reading: "Wild Bird" in Starting Points in Reading B - Second Book.

The Purple House

p. 72 Comment: The neighbourhood is mixed racially and ethnically in this story and is therefore like many real neighbourhoods. Both parents work outside the home, so Rod must help take responsibility for his younger sister.

Suggestion: Discuss Indian Sikh culture with the class. Sikhs wear turbans for religious as well as cultural reasons, which explains why they do not totally adopt the Canadian style of dress. Discuss whether new immigrants should change their manner of dress and cultural lifestyles to conform to the dominant society.

The Dance

p. 100 Comment: A discussion about the importance of the revival of Indian culture would be appropriate. Someone from Manitoba Indian Brotherhood could be invited to the class.

Grunt...Snort...Hiss

p. 140 Problem: Sexist terminology: "minds of men," "man first learned," "man's belief."

Suggestion: The word "human" or "people" should be used. See the section on terminology.

Lake Winnipeg Mermaid

p. 154 Comment: Alex Grisdale's biography in the teacher's guide is as significant as the mermaid legend. Read it and discuss it with the class.

The Snow Vampire

p. 158 Comment: Again the information in the teacher's guide is very important and should be read and discussed. It relates the "Legend of the Giant Frog," a local Indian tale in which the main character is a brave woman.

Sasquatechery--To Date!

p. 165 Problem: "Story that every boy who grows up..."

Suggestion: The word "child" should be used instead. Undoubtedly girls have heard the story too and find it interesting.

Rowena

p. 187 Suggestion: Provide further reading about women in pioneer days.

Additional Reading: The Corrective Collective, Never Done.

SUMMARY TABLE

MAJOR CHARACTERS IN LANGUAGE ARTS TEXTS GRADES 4-6

PUBLISHER		MALE	FEMALE	NEITHER	BOTH	TOTAL
Gage New Basic Readers	Total No.	99	13	31	15	149
	%	60%	9%	20%	10%	99%
Gage Strategies for Language Arts	Total No.	206	45	179	100	530
	%	38%	8%	34%	18%	98%
Gage New Open Highways	Total No.	123	11	54	26	214
	%	57%	5%	25%	12%	99%
Ginn Starting Points in Language	Total No.	120	22	123	118	383
	%	31%	6%	32%	31%	100%
Ginn Starting Points in Reading	Total No.	102	31	91	52	276
	%	36%	11%	33%	19%	99%
Holt, Rinehart and Winston Canadian Basic Readers	Total No.	165	33	73	69	340
	%	48%	9%	22%	20%	99%
Lorimer* Where We Live	Total No.	6	7	0	8	21
	%	28%	33%		38%	99%
Nelson Language Development	Total No.	81	16	74	32	203
	%	39.5%	7.5%	37%	16%	100%
TOTAL NUMBER in all series		886	171	625	412	2095
AVERAGE % in all series grades 4-6		42%	8%	30%	20%	100%

*Series completed for grade four only.

MAJOR CHARACTERS IN LANGUAGE ARTS TEXTS GRADES 1-6**

Total Nos. K-3	730	162	250	295	1437
Total Nos. K-6	1623	340	875	715	3553
Total % K-6	46%	9%	25%	20%	100%

**For more detailed information see Confronting the Stereotypes (K-3)

OCCUPATIONS

	MALE	FEMALE
A	accountant - 3	abolitionist
	actor	actor
	admiral - 2	
	airport attendant	
	airport maintenance worker	
	ambulance attendant - 3	
	animal trainer - 2	animal trainer
	announcer - 4	
	anthropologist - 3	
	apothecary	
	aquanaut - 2	
	aquarium keeper - 2	
	archaeologist - 3	archer
	architect	
	aristocrat	
	army captain - 2	
	army commander - 2	
	artist - 9	artist - 3
	astronaut - 12	astronaut - 2
	astronomer - 4	
	athlete - 3	athlete - 2
	athletic coach - 2	
	auctioneer	
	author - 7	author - 4
	aviator	
B	baker - 3	baker
	banker - 2	baker's assistant
	balloon navigator	ballet dancer - 3
	barrel maker	
	baseball coach - 2	
	baseball player - 7	baseball player
	baseball referee	baseball manager
	bee keeper	bee keeper
	bell smith	
	bicycle shop owner	
	big game hunter	
	biologist	
	bishop	
	blacksmith - 5	
	boatswain	
	bowler	
	brick layer	
	builder - 3	
	bus driver - 4	
	bush pilot - 2	bush pilot
	business person - 3	
	butcher - 3	
	butler	

	MALE	FEMALE
C	cabinet minister	
	camera operator	
	camp boss	
	camp counsellor	camp cook
	camp director	
	camper	
	cannery superintendent	
	captain	cane cutter
	caretaker - 5	
	cargo handler	
	carpenter - 5	cashier
	cattle rancher	cattle herder
	cemetery gatekeeper	
	chaplain	
	chauffeur -2	
	chef	
	chemist	
	chicken farmer	
	civil servant	circus rider
	cleric	
	clown	clown
	coach - 4	
	coast guard	
	cobbler	
	cocoa harvesters	
	colonel	
	commercial fisher	
	company owner - 3	commercial pilot
	composer	
	concrete worker	
	conservationist	conservationist
	construction worker	
	contractor	
	court jester	
	convict	
	cook - 2	
	count	
	cowhand - 2	
	craftsperson	
	crofter	
D	deputy minister	
	detective	
	director - 2	
	dock official	
	dock worker	
	doctor - 14	doctor
	dog sledder - 2	
	dog trainer	
	driver	dressmaker

	MALE	FEMALE
D	drummer	
	duke	
E	earl	
	editor	
	elephant herder	
	elephant scout	
	elephant trainer	
	elevator operator	
	elevator repair person	
	emperor	
	engineer - 9	
	entrepreneur - 2	
	escape artist	
	executive - 2	
	executive assistant	
	explorer - 11	explorer - 2
F	factory supervisor	
	factory worker - 2	factory worker
	faith healer	
	farmer - 31	farmer - 4
	farm hand	
	ferry operator	ferry pilot
	fighter	
	film director	
	firefighter - 11	
	first aid worker	
	fisher - 20	fisher
	football coach	flying instructor
	football player	
	football referee	
	foreman	
	forest ranger - 5	
	fruit packer	fruit vendor
	fur trader	
G	game farm director	
	game warden - 7	
	gas station attendant	
	general - 3	
	geographer	
	geologist - 2	
	glass cutter	
	goat herder	
	goldsmith	
	governor - 2	
	governor-general	
	grandfather	grandmother
	grocer - 2	
	groom	
	guard - 6	
	guide - 3	
	gym teacher - 2	gymnast
H	harbour worker	
	hardware store owner	
	hat maker	
	head candy maker	healer - 2
	heavy equipment operator - 3	
	historian - 3	
	hobo	
	hockey coach	
	hockey player - 8	
	hockey referee	
	horse groom - 2	horse groom
	horse trainer	
	horse wrangler	
	hospital worker	
	hostler	
	hotel manager	hotel clerk
	hunter - 16	housekeeper - 3
	hurdler	hunter - 2
	husband	
I	ice cream vendor	
	Indian chief - 8	
	industrialist - 2	
	inn keeper	inn keeper
	inventor - 9	interior decorator
	iron worker	inventor
J	jockey - 2	journalist
	judge	
	junk collector	

	MALE	FEMALE
K	king - 14	
	knight - 4	
L	lacrosse player	
	land owner - 2	
	laundry worker - 2	
	lawyer - 4	
	leather worker - 2	
	letter carrier - 5	
	lieutenant - 2	librarian
	lieutenant governor	
	lighthouse keeper - 3	
	lion tamer	
	lobster trapper	
	logger - 7	
	lumber yard clerk	
M	magician - 5	maid
	mail sorter	
	major league scout	
	mammalogist	
	manager - 2	
	maple sugar worker	
	marathon runner	
	marine biologist	
	master metal moulder	
	mathematician	
	mayor - 10	
	mechanic - 9	
	merchant - 5	
	messenger	
	meteorologist - 3	
	military police	
	milk carrier - 2	
	miller - 2	
	miner - 5	
	minister - 4	
	missionary - 2	missionary - 3
	mountie - 5	mother - 14
	musician - 4	musician - 2
N	naturalist - 3	
	naval officer - 2	
	navigator - 3	navigator
	newspaper circulation manager	
	newspaper editor	
	news photographer - 2	
		nurse
		nurse-anesthesiologist

	MALE	FEMALE
O	oceanaut	
	office worker - 2	office worker
	orchardist	
	orchestra teacher	
	organist	
	ornithologist	
	outlaw	
	owner - 11	
P	packer	
	painter - 2	
	paleontologist - 2	
	paper carrier	
	parachute rigger	
	parachutist	pearl diver
	parade attendant	
	park ranger - 2	
	pastry vendor	
	pawn broker	
	peddler - 3	
	pharmacist - 3	
	photographer - 5	pet photographer
	physical education director	pianist
	pilot - 17	pilot
	pioneer	
	pirate - 4	
	poacher	
	police captain	poet
	police chief - 3	
	police officer - 18	
	police sergeant	
	political leader - 2	
	porter	
	postal administrator	
	postal worker	
	potter	
	president	
	priest - 9	
	prince - 4	princess - 4
	prime minister - 4	
	printer	
	private detective - 3	
	professor - 7	
	prospector	
	psychologist	
	pulp cutter	

	MALE	FEMALE
Q		queen - 6
R	race car driver	race car driver
	radio control operator	
	radio reporter	radio announcer
	rag merchant	radio commentator
	railroad conductor	
	railroad engineer - 3	
	railroad inspector	
	railroad owner	
	railroad section boss	
	railroad worker - 4	
	rancher - 4	
	ranch hand - 2	ranch manager
	receptionist	
	rental agent	
	repair person - 2	
	reporter - 3	
	rescue driver	
	rescue worker	
	research chemist	
	researchers	
	rice paddy worker	
	riveter	
	robber	
	roller coaster operator	
	rubber harvester	
S	sailor - 10	
	salesperson - 6	salesperson
	science professor	secretary
	science teacher	
	scientist - 15	
	sculptor - 3	
	secretary	
	seismologist	
	servant	servant
	settler	
	sheep farmer	
	shepherd	
	sheriff - 2	
	ship's captain - 10	
	ship's officer	
	ship's pilot	
	shoemaker	shop cleaner
	silversmith	

	MALE	FEMALE
S	singer	singer
	slave	
	snow plow operator	
	soldier - 9	
	spear fisher	
	special education teacher	
	sports photographer	sorcerer
	sports writer	
	stable owner - 2	
	station agent	
	station manager	
	steam shovel operator	
	stone mason	
	store clerk - 2	
	store keeper - 2	store keeper
	store owner	
	student	student - 3
	stunt person - 2	
	submarine captain - 2	swimmer
	submarine crew - 2	
T	tailor	
	tanner	
	taxi driver	
	teacher - 10	teacher - 12
	technician	telephone operator
	telephone operator	
	telephone repair person	
	television reporter	
	tennis player	
	thief - 2	
	ticket agent	
	tightrope walker	
	tour guide	tour guide
	tourist camp owner	
	trader - 2	
	trading post operator	
	train engineer	
	trainer	
	trapper - 11	
	truck driver - 5	

	MALE	FEMALE
U	umpire	
	union organizer	
	unskilled workers - 5	
V	vice-principal	
	voyageur	violinist
W	waiter	waiter
	warrior	warrior
	weaver	weaver
	weight lifter	weight lifter
	welder	
	whale boat captain	
	whaler - 2	
	witch doctor	wife
	wizard	witch - 4
	wrestler	
	wrestling promoter	
	writer	writer
XYZ	zoo director	
	zoo keeper	
	zoologist	zoologist
	zoo owner	

CLASSROOM ACTIVITIES FOR LANGUAGE ARTS

Purpose:

To have students identify sex stereotyping in classroom texts.

Project:

Identify and discuss with students the roles and behaviour of male and female animals in children's stories or in cartoons.

Ask students to research the roles and behaviour characteristics of real male and female animals such as lions, spiders, sea horses, bears, chickens, etc. Compare and contrast their findings with the behaviour displayed in the stories. Older students could then re-write some of the stories incorporating the real behaviour of the animals.

Discussion:

It appears from the results of a variety of studies on school texts that sex stereotyping is common. In much children's literature the sexism is easily identifiable--variations on the "See Dick run, see Jane sit" syndrome. It is less obvious in other cases where, for example, there are no human characters in a story. Nonetheless, the images and behaviour presented in such cases often strongly reinforce traditional stereotypes. Discuss with the students the ways that wild and domesticated animals live and behave. Point out that the "nuclear" families carefully grouped together in zoos and aquariums often do not correspond to the groupings and roles of free animals.

Suitable for Grades 3-7

Purpose:

To point out sex and racial stereotypes in children's readers.

Project:

This is an exercise which would have to be done after the students already have acquired some knowledge of stereotypes. Do an in-class analysis of stories in the readers that the children have already read. Have them pick out all the examples of stereotyping that they can find, both in the stories and in the illustrations.

*These activities are adapted from Nonsexist Curricular Materials for Elementary Schools, B.C. Teachers' Federation Status of Women Committee, 1974.

Discussion:

Ask the class if they think it is really true that boys are never scared, that girls are always silly, etc. Show that when people are told something over and over again, they gradually come to believe it regardless of evidence to the contrary.

Follow-Up:

Have the children re-write the stories in the readers or write new stories where sometimes boys are scared, girls can run faster, etc.

Suitable for Grades 4-7

Purpose:

To increase awareness of sexism in TV commercials.

Project:

Have students dramatize in class TV commercials which do one of the following:

1. Portray women's delight in housework.
2. Show that men are incompetent when they attempt housework or childcare.
3. Use women to sell certain objects such as cars.
4. Suggest that a person will become a "real man" or a "real woman" by using a certain product.
5. Show women and men in the traditional roles of housewife and breadwinner.
6. Show that women compete with each other for the whitest wash, etc., and gossip about each other.
7. Show that men like women who are beautiful, made-up, expensively dressed, not very bright, smell like flowers, etc.
8. Show that women like men who are strong, brave, rugged-looking, well-dressed, rich, smell like leather, etc.

Discussion:

Discuss each advertisement as it is presented and examine it in light of the students' experiences to see if it is an accurate portrayal. For example, does your mother really love washing the floor? Does she always wear a dress when she does housework? Is there any reason why fathers can't learn to cook as well as mothers? Should we like or dislike people on the basis of their physical appearance? Can mothers be friends with their neighbours instead of gossiping about them? etc.

Suitable for Grades 3-7

Purpose:

To encourage students to think positively about the possibility of a future without sex-stereotyping.

Many children are interested in science fiction and spend time reading comics or watching TV shows about the "future." Some of these programs are mainly concerned with new technology, whereas others emphasize alien life styles. However, all of them tend to assume that social relationships, including sex-typed behaviour, will be much the same as they are now.

Project:

Have the class work on setting up a "utopian future society" where people's lives are not governed by what sex they happen to be. The 'Utopia' should be given a name and can become as complex as there is time for. One or more techniques can be used, e.g., writing out ideas for a general scenario and then having all the class spend an afternoon acting out the roles of the people in their 'Utopia'; designing a big mural depicting the kinds of jobs people might do; making a model of a 'Utopian' settlement; putting on a puppet show.

Discussion:

The teacher should work in conjunction with the students throughout the project, discussing with them ways of presenting non-sexist roles in areas such as family structure, education, work, government, religious beliefs, entertainment, etc. This kind of discussion is probably more suitable for older students.

Suitable for Grades 4-7

Purpose:

To help students identify and start solving personal problems related to sex stereotyping.

Project:

Divide the class into small groups. Each group assumes the role of "Sandy," a children's counsellor for a newspaper. Have the students in the group read one or more of the "Letters to Sandy," discuss the problems and write a reply. The class then can get together to compare the different solutions suggested and decide which are best.

Letters:

Dear Sandy,

My grandmother gave Mom her old piano and I want to have music lessons so I can play it properly. My dad says playing piano is sissy and why don't I take hockey instead. My dad's a fireman and he's pretty good about things usually. How can I get him to let me have music lessons?

From Tom

Dear Sandy,

My brother gets to do all kinds of things that my mom won't let me do because I'm a girl. I'd like to go down to the park on the bus to play ball with my friends. Also, I'd like to help my dad when he's fixing the car. My brother doesn't get told off for climbing trees or cruising around on his bike, but I do. My Mom says I'm a tomboy and should learn to act more ladylike. What can I do?

From Shelley

Dear Sandy,

I really have a problem. Would you believe it, my mom wants to show me how to cook! She says everybody should know what food is good for you and how to prepare it, but everyone knows cooking is for girls. I must admit in some ways it might be neat to bake cookies and things, but all the guys would laugh at me if I said I was staying in to cook! How can I persuade mom to let me off the hook?

From John

Dear Sandy,

I really like my girlfriend, but sometimes she makes me sick and really irritates some of the other kids in the class. She's always playing up to our teacher, offering to do everything and putting up her hand to answer all the questions. She never argues with the boys in the class. I know she's not really like that because when she's with me she's pretty strong-minded and has lots of neat ideas. How can I get her to act less goody-goody in class? Should I tell the teacher?

From Betty

Role-Playing Activities

Choose students to act out the situations. After the role play, the entire class could be involved in restating the positions, arguments and feelings of each role.

1. A girl who is a very good player asks the coach if she can join the Little League team. The team needs good players, but the coach says, "No, because you're a girl."
2. Dinner table conversation (a one-parent family might be used for any of the family situations): the son says he wants to learn how to sew. What are the reactions of the parents? Why does he want to learn to sew? Encourage children to think how this might occur in their own families and to think of different outcomes.
3. Dinner table conversation: Mother wants to go back to school to become a doctor. Her studies will take a long time. What are the family reactions and their arguments for their positions?
4. Family conversation: Father wants to quit his job and relax with his family. What does the family feel? How will they work out money problems?
5. Daughter tells father that she wants to go out with him and learn about repairing the car.
6. Dinner table conversation: The subject is the children's future careers. The son wants to be a secretary; the daughter wants to be a lawyer.

LANGUAGE ARTS CHECKLIST

Look at the teaching materials you use with a critical eye to the kind of stereotypes they portray and the messages they give. Decide whether the material you use is best suited to your individual students and their needs.

Does the literature relate to the lives and experiences of your students? Does it help them to understand and deal with problems in their world? Can you find better material? Will each child be able to see him/herself represented? Does the literature foster a good self-image and encourage acceptance of oneself?

Below is a checklist that can be used for evaluating one of the types of bias that can be found in classroom materials.

CHECKLIST FOR EVALUATING SEXISM IN READERS*

Go through each book you are planning to use for the points listed below:

	MALE	FEMALE
1. Number of stories where the main character is:	____	____
2. Number of illustrations of:	____	____
3. Number of times children are shown:	____	____
- in active play	____	____
- using initiative	____	____
- independent	____	____
- solving problems	____	____
- earning money	____	____
- receiving recognition	____	____
- inventive	____	____
- involved in sports	____	____
- being passive	____	____
- fearful	____	____
- helpless	____	____
- receiving help	____	____
- in quiet play	____	____

*This checklist is taken from the Provincial Advisory Committee on Sex Discrimination Publication, Department of Education, Victoria, B.C.

	MALE	FEMALE
4. Number of times adults are shown:		
- in different occupations	____	____
- playing with children	____	____
- taking children on outings	____	____
- teaching skills	____	____
- giving tenderness	____	____
- scolding children	____	____
- biographically	____	____
5. Ask these questions:		
- Are boys allowed to show emotion?	____	____
- Are girls rewarded for intelligence rather than for beauty?	____	____
- Are there any derogatory comments directed at girls in general?	____	____
- Are mothers shown working outside the home? What kind of jobs?	____	____
- Are there any stories about one-parent families? Families without children? Are baby-sitters shown?	____	____
- Are minority and ethnic groups treated naturally instead of stereotypically?	____	____

CAREER DEVELOPMENT

An understanding of work and the development of career plans is an important part of growing up. The choices one makes are important because work has an enormous impact on lifestyle, economic options and general satisfaction.

Most elementary schools do not explicitly deal with career development for obvious reasons. However, the material and the occupational models in the texts do begin to socialize students and teach them about adult work patterns.

The pattern presented is narrow, restricted and stereotyped by race and sex. Most women in texts are housewives and most men are income earners. Yet today, almost 50% of women are in the work force as compared to 77% of men. Although the gap is narrowing in terms of labour force participation, it is widening in terms of pay differential between men and women. As well, women are still being encouraged and pressured to seek jobs in traditional female occupations.

"The basic problem," according to the Manitoba Women's Bureau, "would appear to be how to widen the narrow occupational perspectives of...students, how to provide them with more information about the working world, how to give them a more realistic view of themselves as working adults and how to break through generations of socialization."

It is still the case in Canada that recent immigrants and native people tend to be employed in the lowest paying, unskilled occupations. This situation is often the result of discrimination, as well as a lack of formal education, familiarity with the language, and training for employment.

At the Grade 6 level it is essential to provide as much information as possible to ensure that the vocational options chosen by any student are based on knowledge, aptitude and interest, and not on sex, race, class or tradition.

Career Development Learning Activities

1. Purpose:

   To inform students about the Canadian labour force and to encourage aspirations based on interests and skills and not on race, class or sex.

Project A:

Have the students design a poster report on men and women in non-stereotyped occupations. This may be accomplished by library research or by interviewing parents or adult friends. Hang these posters in the classroom and periodically refer to them in general discussions.

Project B:

Have each student write a report about a different occupation, discussing training, pay, working conditions, etc. Ensure that these reports are not stereotyped. Have the students draw a picture to accompany the occupation, and have the picture represent the sex and race least commonly found in that occupation. Have these reproduced in a book so that each student has a copy to keep and share with parents and friends.

Project C:

Have students read biographies and autobiographies of women and their work. Many of these autobiographies will likely be about women who have broken traditional occupational barriers. Have them discuss the difficulties these women faced and what the situation is like today. Be sure to include women from minority groups in these readings. Have students do an oral presentation on what they have learned.

See the bibliography for reading suggestions and have the librarian assist students to find these biographies.

2. Purpose:

To help students understand that both boys and girls become parents and that both men and women become wage earners.

Project A:

Have the students investigate the home economics and industrial arts options at the junior high school in your area. Encourage them to understand that healthy people should be able to care for themselves, and that each person can learn to cook, sew, care for a home and do simple repair and woodworking tasks.

Invite a girl who has graduated from your school and is enrolled in an industrial arts class and a boy taking home economics to speak to the class about the courses. If boys and girls are completely segregated, ask the guidance counsellor to explain this situation.

Project B:

Visit a school where all students are required to take a variety of options, and both sexes are required to take non-traditional options. Look at the various shops and the work done in these courses.

Call your superintendent for information on programs in your division.

Project C:

Invite adults in non-traditional jobs to speak to your class about their work. Include a female tradesperson, dentist or reporter and a male day-care worker or nurse. This may be expanded to include parents. If students are interested in unusual occupations, have them write to request information about that occupation.

Speakers are available from the Women's Bureau, Manitoba Department of Labour; Women in Trades Association, Women's Building, 730 Alexander Avenue; Advisory Council on the Status of Women, and from the federal government, as well as professional and trade associations and unions.

3. Purpose:

To evaluate the results of these projects.

Project:

Take a poll of your students at the beginning of the year. Ask them what they intend to do when they grow up and why.

Periodically, re-survey the class to determine if your classroom activities are having any impact on the students' choices. See if more children feel free to choose a non-stereotyped role.

4. Purpose:*

To encourage students to approach their language arts texts critically.

Project: Discuss the following quotations:

1. "I discovered, at a relatively early age, that I was not a prince... It is nice for boys to know that it is possible to be a sea captain, a sheepherder or a sheriff, but what is he to think when he takes an office or factory job, rents an apartment and enters the battle with urban dirt and cockroaches...Pity the poor little boy who

*Adapted from Nonsexist Curricular Materials for Elementary Schools, B. C. Teachers' Federation.

grows up into a world his reading books never prepared him for."[1]

2. (a) Approximately 45% of all females in Canada are employed.
   (b) Economists predict that 9 out of 10 females will be in the labour force for 25 years of their lives.
   (c) 57% of the female labour force are married.[2]
   (d) Many children, perhaps as many as 1 out of 3, live in poverty.

Discussion:

Discuss with the class the implications of these remarks. Compare the probable future of most boys and girls with the futures described for them in children's readers and storybooks. Suggest that in these days of housing shortages, single-parent families, working mothers, pollution, etc., the happy, suburban, nuclear family portrayed in the readers is quite unrealistic. Discuss ways the students could plan their futures on a more realistic basis such as by reading stories about people in real-life situations and in all categories of jobs (not simply the professions); watching films and videotapes showing the insides of factories, offices, etc.; inviting visitors to the classroom, etc. Students should be encouraged to consider possibilities outside the traditional sex-typed job classifications.

Suitable for Grades 6-7

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[1] Thomas Hine, "Education and You," Philadelphia Inquirer, 6 February, 1969.

[2] Alternative reading: Satu Repo, Marco and Michela (Toronto: James Lorimer, 1968).

ANALYSIS OF APPROVED TEXTS

FOR

SOCIAL STUDIES

Criteria Used to Analyse Texts

Many of the approved social studies textbooks examined in this survey present various forms of bias with respect to race, sex and class. In addition to this assessment, teachers may find the Manitoba Indian Brotherhood study, The Shocking Truth About Indians in Textbooks!, particularly helpful in recognizing the level of distortion regarding native people that has been present in social studies materials.

The Department of Education is currently developing a new social studies curriculum, but in the interim, teachers will have to rely on existing texts. To overcome the bias in these materials, it may be necessary to create new units of study. Therefore, a list of suggested topics, a bibliography, and a set of classroom activities to confront the most obvious omissions or distortions are included in this survey. They can be used in addressing some of the important concerns in our society: native land rights, the Quebec question, the human rights movement, and various international issues.

Bias in social studies materials can be classified by using the following categories: bias by defamation, bias by cumulative implication, bias by inertia, bias by distortion or stereotyping and bias by obliteration. [1]

1. Bias by defamation involves slandering or misrepresenting individuals or groups.

   Slanderous statements are particularly evident in material dealing with racial or ethnic minorities. The grouping of words like stone-age, savage and war-like in conjunction with Indians is extensive. In contrast, adjectives used to describe white settlers include hard-working, intelligent and kind.

[1] These categories are adapted from those presented by McDiarmid and Garnet in Teaching Prejudice (Toronto: Ontario Institute for Studies in Education, 1971).

In fact, almost no settlers in western Canada were killed by Indians, and thousands were kept alive by the knowledge and support given to European pioneers by the Indian and Metis people.

The textbook treatment of black slaves has similar racist overtones. Most texts reviewed which deal with black slavery have a very sympathetic view of slave owners; black slaves are pictured as happy, contented and primitive people. Overlooked is the fact that thousands of deaths occurred as a result of slavery and that the long and intense struggle for freedom involved not only slaves but also whites who understood the injustice and violence of slavery.

2. Bias by cumulative implication involves looking at whole units of study and analysing the cumulative effect of many small pieces of information. This includes bias by commission and omission.

Many of the texts reviewed picture women as possessions of men. In the phrase, farmer Brown and his wife, the wife has no name, no work, no importance. In isolation, criticism of such phraseology can be seen as a minor or silly, but when phrases recur continuously, the cumulative implications are different: women are insignificant except when viewed through their relationships to men.

The "tourist brochure view of the world" that many texts present is misleading. This method of viewing the world sees countries as picturesque and foreign peoples as "happy peasants, living simple lives in little mud huts." Even the casual observer of any newspaper knows there is more to South Africa than pretty beaches and lovely parks, and more important information to understand about Chile than that it has beautiful mountains.

The world is full of conflict. Most elementary students know this. They may have a friend from a country such as Chile or Vietnam; they probably know who Idi Amin is; they certainly know that violence occurs right in their own neighbourhoods.

Another form of bias can be understood by observing what is omitted from the texts. In those reviewed, the following omissions were noted: women's contributions, the struggle for suffrage, the role of labour and labour movements, the impact of change on ordinary people. The multi-ethnic character of Canada is rarely acknowledged. Nor is there a significant acknowledgement of the waves of immigrants--why they came, what they experienced and what they have contributed to Canada. The cumulative implication of the material is that one group--Anglo-Saxon, middle-class males--are responsible for all progress.

Nellie McClung's nineteenth-century critique of social studies texts remains true today: "How we scorned the dull brown Primer from which we had learned Canadian history! Written as it was from the top down with no intimate glimpses of the people at all."[2]

3. Bias by inertia involves the perpetuation of legends and half-truths because of a failure to keep abreast of historical research.

It is obvious from the textbook survey that in all subject areas from Grades 1 to 6, the pervasive stereotype of women is that of the happy housewife. In fact, nearly 50% of women (compared to about 77% of men) are in the labour force. Although more women are employed today than ever before, women have always been essential to the economy of Canada. In the last century, women shared equally with men the work on farms. Few people then, male or female, were wage earners. During this century both men and women have begun to work for wages. Women have worked in factories and hospitals, as professionals, and as unskilled workers. Many women have never married. Many support themselves and a family. These facts are rarely recognized.

People of non-European origin are poorly and inaccurately presented. In some cases, countries and people are seen from a narrow, nineteenth-century, colonial perspective. Developing nations and Third World people are pictured as primitive and backward.

In some cases, the authors of the texts seem to be completely uninformed about the subjects with which they are dealing. Inuit people are pictured as living in igloos and driving dog sled teams in spite of the fact that this lifestyle is very rare. As well, the Inuit are referred to as Eskimo which is a name they object to being called.

The view of Louis Riel and the early native people is also one-sided and reflects inadequate research. Riel is presented as "hasty and rash," as manipulative or crazy. Modern researchers might picture him as visionary; the issues for which he fought, land rights and bilingualism, are still central concerns in Canada today.

4. Bias by distortion involves the failure of researchers to ensure that information about issues is accurate. This often includes stereotyping by which all people in a definable group are seen as the same.

Common stereotypes found in the material include the following:

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[2]Nellie McClung, The Stream Runs Fast (Toronto: Thomas Allen Ltd., 1945), p. 135.

people near the tropics are primitive; women are happy homemakers; Indians are drunken and violent; rulers are kind and initiate all important changes. The Indian people are treated as a homogeneous group although in fact they belong to many tribes, speak many languages, and have a variety of cultural and political backgrounds.

Statements such as the "Beothuks disappeared" or "like children [the Metis] turned to the man they could trust: his name was Louis Riel," are sad distortions of history. The Beothuks did not disappear, they were decimated. The Metis were not childish--Riel was chosen as a leader because he best articulated the views and aspirations of the native people in the Red River settlement.

5. Bias by obliteration occurs when important historical issues or incidents are not presented at all.

The construction of the railroad is discussed without an acknowledgement that much of it was built by Chinese labourers. Intricate and detailed discussion of elections is presented without a mention of the long struggle of women to gain voting rights. Nowhere is the story of the Japanese who were incarcerated during World War II treated or, for that matter, Winnipeg's largest and most important strike, the one of 1919. Precolonial Indian culture is also ignored. These events are surely important to an understanding of the world today.

The job of a social studies teacher is not to protect students from reality but to teach them to learn, to understand, to analyze.

One cannot hide from historical truths; nor should one try to romanticize world history or gloss over conflict. To do so makes a sham of the learning process, not only for concerned adults in Canada but also for sensitive and intelligent elementary school students.

Evaluating Historical Evidence*

Because social studies has frequently been presented as an objective, factual account of events, there is the danger that children will accept its teachings at face value. In the past the history of the Western world has been recorded almost exclusively by white males in the dominant cultures who have written from a perspective of both social and economic advantage. As a result, social studies materials are the record of a rather narrow viewpoint.

It is important, therefore, that students learn to analyze data critically. They must develop an awareness of the kinds of evidence available and learn to weigh it carefully before drawing conclusions.

I. Kinds of Evidence

A. Primary Sources: first hand information recorded at the time of an event. Primary sources can include letters, diaries, reports, official documents, maps, drawings, paintings, photographs.

B. Secondary Sources: historical accounts often recorded some time after events have occurred perhaps by people who were not directly involved. Reports made by police or newspeople following an accident are examples of secondary sources used daily.

C. Reconstructed Narratives: Sometimes after examining primary and secondary sources, an individual attempts to reconstruct an event, usually from the point of view of someone involved in the experience.

II. Weighing Evidence

A. How reliable are the sources? Is the individual a trained observer or a casual one? Can the recorder be trusted to provide accurate detail?

B. What are the recorder's biases? Language, culture, sex, socio-economic position, education, degree of involvement, all affect an individual's interpretation of events.

C. How do we distinguish between fact and opinion? A fact can be checked for accuracy, whereas an opinion is a conclusion about events which may or may not be based on fact.

D. How do we deal with conflicting evidence? When divergent viewpoints are given, it is difficult to sort out what really happened. Each account must be carefully evaluated.

*Adapted from: David Smith, et al., Canada: Discovering Our Heritage (Canada: Ginn and Company, 1977), pp. x-xxi.

PUBLISHER: Ginn and Company

TEXT: Around Our World: A Study of Communities

GRADE LEVEL: 4

GENERAL COMMENTS:

This book has a patronizing attitude toward non-Western working-class groups. It suggests in a number of cases that professionals are needed to lead and direct the working-class, an assumption that needs to be critically examined. This text should be used with discretion and supplemented with other resources.

p. 12 Problem: "Drivers, firemen, policemen, carpenters."

Suggestion: See the terminology section. Use "firefighters" and "police officers" instead of the two middle terms.

p. 25 Problem: "Canadian Eskimos."

Suggestion: Point out that most northern native people object to being called Eskimos, which is a Cree word meaning "meat eater." They prefer to be called Inuit.

p. 32 Comment: Very few Inuit people now use igloos for any extensive period of time, nor do they use dog sled teams often. Most Inuit people now have snowmobiles.

p. 35 Problem: "They wished they could go to school every day."

Suggestion: Would any children like to go to school every day? This statement implies that life with their family was terrible and school was terrific. Anyone familiar with residential schools will understand the bias in that statement.

p. 41 Problem: "Spoke in Eskimoan."

Suggestion: Have the students research the language of the Inuit people.

p. 41 Problem: "The government is now helping the Eskimos to help themselves."

Suggestion: Locate sources which state that native people are organizing on their own so as to have more control over their resources and way of life.

p. 5? Problem: This map is out of date.

Suggestion: Obtain a new map of Africa. Most of the Congo is now Zaire.

p. 62 Comment: The description of life in Zaire is very limited. Many people there live in large, urban centres.

Problem: "He has taken the name of James."

Suggestion: Explain that many people were forced to take the names of the people who colonized their country. Canada's native people were forced to speak English or French in schools and often ridiculed for using their native tongue.

p. 65 Comment: It is true Africa is changing; there are new boundaries, governments with different political philosophies, and an intensified struggle of people for better living conditions. The move to end foreign rule in Africa is widespread.

p. 79 Suggestion: Other nomadic groups the students might study are nineteenth century North American Indian societies.

p. 105 Problem: "You have to be a huge, strong man to hang onto the plow."

Suggestion: Many Manitoba pioneers used plows like this and many "strong" women worked the plows. Point this out to the students.

p. 121 Comment: You might point out that one of the most famous tennis players in the world is Yvonne Goulagong, an Australian aborigine.

p. 148 Comment: Since women have been largely ignored in this section, have the class look at the woman in the picture and discuss the work she is doing.

p. 156 Comment: Observe the people in this section. Bestemas is the only female. The males include Gunnan Bestafar, Lars, Knut. This is particularly interesting because of the large proportion of Scandinavian women in the labour force.

p. 172 Problem: "The main job of the social worker is to teach the farmer better ways of farming."

Suggestion: Who do you suppose knows more about farming, social workers or farmers? Discuss the role of social workers in Canada. Do not encourage students to think that people with education are better than those without formal education.

PUBLISHER: Gage Publishing Limited TEXT: Our Big World (1962)

GRADE LEVEL: 4

GENERAL COMMENTS:

Our Big World is strongly biased towards a white, Anglo-Saxon and male perspective. Women are secondary characters; almost every section is about a boy and his father.

Countries are depicted in a romantic way: picturesque and lovely. People wear traditional clothes and live simple and enjoyable lives in little mud or straw huts. There is no conflict in this book between old and new values, between rich and poor, between countries or people.

This book has many limitations if it is to be used as a tool for teaching students to be creative and critical thinkers about the world community.

p. 4 Problem: "Pilots...get messages from men in the control tower."

Problem: "A good traveler...he knows."

p. 12 Problem: "Men...came to hunt for gold."

Suggestion: The language is sexist and distorts the role and contribution of women. Use "men and women," or "people," or "individuals" instead of "men." See the section on terminology.

p. 19 Comment: Surely more important than stores and buildings is the fact that the culture and the major language in Quebec is French.

Suggestion: Discuss this section with the students. Take the class to the Museum in St. Boniface or the Festival du Voyageur.

p. 21 Problem: What about mothers and sisters?

Suggestion: Many Icelandic women work for wages, much as Canadian women do. Discuss what jobs they might have. Point out that in 1976 the Icelandic women left their jobs within and outside the home for a one-day strike and that the country came to a complete standstill. Use this to demonstrate the importance of women's work.

p. 25 Problem: The Icelandic section is male dominated.

Suggestion: Point out that the Icelandic were among the first immigrants to Canada and that many settled in the Gimli area. Their country has had a long social democratic tradition which has included support for equal rights for men and women. It is not surprising, then, that many Icelandic settlers were involved in the early suffrage movement in Manitoba. The man who signed the bill giving Manitoba women the vote was the son of an Icelandic suffrage pioneer. The only female suffrage newspaper in North America was published in Icelandic.

p. 61 Problem: "Many other men in the village are farmers." Throughout this book farmers are referred to as men.

Suggestion: Discuss farming with the students or take a field trip to a Canadian farm. Both men and women work on farms and call themselves farmers. The work is usually shared--most farms require that.

p. 67 Comment: Bias by cumulative implication: too little attention is given in this book to girls and women.

p. 75 Problem: "Paco and his sister Maria...their father's name is..."

Suggestion: See the section on terminology. What is their mother's name? Why is she represented as a minor member of the family? The statement on p. 76 implies that her work is comparable in importance to ten-year-old Pascos'.

p. 86 Problem: Bias by cumulative implication: "the farmer's wife."

Suggestion: Have the students write phrases such as the girl's book, the boy's doll, the person's dog, the farmer's husband so they can understand why expressions like the farmer's wife are offensive. Women are not possessions of men as this book so consistently implies, nor are men the most important workers in male-female relationships. Men in this book are characterized as workers, fishers, farmers, etc., and women as dependents of men.

p. 100 Comment: The pyramid was built as described. However, it should be acknowledged that thousands of people died in the process. The statement, "The rulers who had them built did not use precious crop lands for them," is not then as praiseworthy as it would first appear.

p. 126 Problem: Bias by obliteration and inertia. This section on South Africa is a good example of an overriding problem in the social studies texts: the tendency to ignore the importance of politics and economics in the lives of people as well as to transform countries into tourist attractions by romanticizing regions. South Africa is in the midst of a serious struggle which will have important consequences for almost every nation in the world as well as for millions of South Africans. Yet the text emphasizes the vineyards, beaches and beautiful parks.

Suggestion: The parks and beaches may be beautiful; however, point out that blacks, the vast majority of South African people, have limited access to them. The lovely country homes and vineyards are owned by the small white population but are worked by the blacks. Some young people were shot in 1977 for demanding the right to speak their native tongue. Any study of South Africa should present a more accurate picture of its national policy of aparthied and what it means.

p. 131 Problem: Only men are depicted as explorers and scientists.

Suggestion: Discuss women scientists and explorers. Be alert to questions worded in a sexually stereotyped way, i.e., p. 118, p. 130, p. 129.

p. 133 Problem: "The first people who sailed into this harbour ...did not find...even a village."

Suggestion: The Aborigines had lived in Australia for thousands of years. Did they have no villages? Mention Yvonne Goulagong, a famous tennis player, who is an Australian aborigine.

p. 134 Comment: Perhaps the statement "Canadians feel at home in Sydney" is true, but it is so primarily for Anglo-Canadians. "It is not surprising that Australians have some words that are not like ours." In fact, more than 35% of Canadians who speak French would find that the Australian language is not like theirs.

p. 148 Comment: The United Nations estimates that the majority of work done in the world is done by women. This is particularly true in poor countries. Does this book acknowledge that, or does it appear that women do very little work?

p. 153 Suggestion: Discuss the meaning of "colony" with the students. This area has a practical and political reason for being called the "colony of Hong Kong."

p. 162 Problem: "In Eskimo land."

Suggestion: Many northern native people object to being called "Eskimo" because it is a Cree word meaning "meat eater." Many prefer to be called Inuit. It should be pointed out that many Inuit people live like many Manitobans.

PUBLISHER: Silver Burdett Company (New Jersey) TEXT: Regions and Their Needs (1972)

GRADE LEVEL: 4

GENERAL COMMENTS:

There are two major problems with this text. In the first place, it is an American publication and must be supplemented with material about Canada written from a Canadian perspective. In the second, it ignores many important social issues related to the topic under study. If students are to become adults with inquiring minds and concern for others, they must be exposed to the issues that affect people daily such as poverty and its causes, industrial development in Third World countries and inequities in North America and elsewhere. Although the role of women in the world is acknowledged, it is not discussed in sufficient detail. Supplementary materials on the roles of women in other cultures should be used.

Comment: Preface work in this book by pointing out the sexist use of the term "man," "man-made," etc. Explain that this terminology is no longer acceptable and that terms such as "people," or "synthetic" should be used instead.

p. 10 Comment: When discussing strikes have a parent who is a union member or a representative from the Manitoba Federation of Labour visit the class. Strikes should be explained as a labour problem that occurs when management and workers cannot agree on an issue. Both the workers' and managements' perspectives must be represented.

p. 13 Comment: Where do people build communities?

The teacher should discuss the problem of "company towns" which often exist only as long as resources can be profitably extracted from the area.

p. 20 Problem: The assumption is that farmers are male.

Suggestion: Point out that farm women are also farmers because what they contribute to the operation of that enterprise is essential. It is important that the term be redefined, expanded to include all the activities that take place on the farm, not just those in the fields.

p. 57 Comment: The illustration of the Inuit community is a good one in that it shows a modern building. Take the time to ensure that myths about Inuit lifestyles are eradicated, such as the belief that they still live in igloos. Except when temporary shelters are needed, as for hunting, this is no longer true.

p. 69 Problem: The picture, which indicates that tropical people live primitively, could be misleading.

Suggestion: Remind students that all inhabitants of tropical lands don't hunt food in the wilds. Many people in the tropics live in modern villages and cities.

p. 70 Comment: Point out that the warrior dance of the Iban could be compared to the cultural dances of other national groups such as the Scottish or the Ukrainians.

p. 108 Comment: Indicate that women and girls help on the farm in most countries in the world.

Who Are the Nomads?

p. 112 Problem: "Nomads" is a term used for people who move from place to place. The group of people described in this way belong to a particular race and tribe, yet are not more specifically identified.

Suggestion: Have the students find information on the Sahara to learn about the different tribes and their lifestyles and customs.

p. 115 Problem: The males in this culture bear the burden of decision making. Ask the class if the same is true in Canadian society and also whether sharing that responsibility would not be fairer to both women and men.

p. 119 Comment: Canada's oil industry and its foreign control should be discussed in class at this point. To what extent are Canadians benefitting directly from their own resources?

p. 121 Problem: The book mentions that boys now go to school.

Comment: Find out if girls also go to school in Kuwait. If not, have the class discuss whether exclusion of girls from education is just under any circumstances.

p. 123 Comment: The teacher's directions under "Enrichment" suggest that student interest varies according to sex. Do not make this assumption.

Mountains

p. 131 Suggestion: Make this unit more relevant to Manitoba students by including Canadian mountain ranges in the study.

p. 154 Suggestion: Relate the closing of the mine in Hazard to the earlier discussion of the purpose of communities (p. 13).

p. 174 Comment: Many communities in the North remain isolated because it is not profitable for governments to build roads linking them together or to the south. This isolation is costly to the communities because it makes transportation more expensive and access to such resources as medical care more difficult.

p. 176 Comment: Indians today do not live in teepees, nor do many have new houses. The reserve system and the division of responsibilities for native people between provincial and federal government could be explained. Also, the fact that native people are among the poorest in Canada should not be glossed over.

Why Are Northern Forests Valuable?

p. 182 Suggestion: Point out that although Canada is rich in natural resources, much of the processing of these resources is done in the United States, Japan and elsewhere. Discuss the reasons for this.

p. 211 Problem: "He could even buy a wife with a certain number of goats or cows!" This type of statement should not be passed over without comment and discussion. Although this statement seems to be made incredulously, the concept of women as property has existed to some extent in most cultures.

Suggestion: Discuss whether this was an injustice to the woman. Draw an analogy to the situation of Canadian women in the early twentieth century who also had few rights and were often married off against their wishes.

p. 232 Problem: "Name another country where the women are farmers." Women are farmers and do farm work in every country where farming is done.

Suggestion: Point out that although women do not always have control over their work or how it is done, they are farmers. Certainly there are many women farmers in Manitoba. Ask a woman from the National Farmers Union or the Women's Institute to come to speak to the class about farming in Manitoba and the work of farm women.

p. 241 Suggestion: In examining the concept of mass production, discuss whether factory workers doing one task repeatedly would find their jobs as satisfying as workers who are involved in all stages of production.

p. 243 Comment: Students should examine Canada as a country with a developed technology in some regions and imported technology in others. Much of the manufacturing of Canadian raw materials is done in the United States, Japan and other highly technological countries. Many areas of Canada are not industrialized.

Suggestion: Discuss the effect this has on the number of jobs available to Canadians and the cost of living.

p. 245 Comment: Business people who go to developing countries to "help advance the technology" often retain ownership of the companies they establish. Profits are taken out of the country, with the result that only a few people benefit from the technological improvements, while many others remain in poverty.

p. 246 Problem: "Sometimes...they do not want other people to take products from their land."

Suggestion: Discuss this statement with regard to foreign ownership of Canada's natural resources.

PUBLISHER: Holt, Rinehart and Winston of Canada Limited

TEXT: The Fishermen of Lunenburg (1968)

GRADE LEVEL: 5

GENERAL COMMENTS:

This book presents fishing as an occupation, as the centre of community life as well as local industry in an interesting manner. It encourages inquiry and research on the part of the student. However, except for one picture of a female lab technician and the reference to women working in the fish plant, other roles that women perform--in stores, in schools and in homes--are not even mentioned. This book should be supplemented with student research and other materials that deal with the work women do in these communities.

p. 40 Problem: Mr. Greek says that the problem is the low prices fishers get for their catch and the fact that there are no unions.

Suggestion: Have the students research the causes of these low prices. Make sure that the students have access to materials representing all points of view: government, industry and fishers. Have them find out if attempts have been made to unionize fishers in the Maritimes, if they have been successful, and if not, why they have failed.

PUBLISHER: Holt, Rinehart and Winston of Canada Limited

TEXT: Granby: A Manufacturing Center (1968)

GRADE LEVEL: 5

GENERAL COMMENTS:

This book has some material of interest. It is unfortunate that it doesn't address more directly the problems between French and English Canada.

PUBLISHER: Holt, Rinehart and Winston of Canada Limited

TEXT: Okanagan Valley: Life on an Orchard (1968)

GRADE LEVEL: 5

GENERAL COMMENTS:

This book gives a fairly good presentation of life in the Okanagan Valley. On page 37 there is an interesting schedule for the family. Ask the students who works the longest hours. How many more hours does Mrs. Boerboom work than Mr. Boerboom? Is this true of most families? Why is it that Marianne must help with breakfast dishes while the boys relax?

PUBLISHER: Holt, Rinehart and Winston of Canada Limited

TEXT: Opasquiak: The Pas Indian Reserve (1973)

GRADE LEVEL: 5

GENERAL COMMENTS:

Although the physical aspects of the reserve are described in this book, the non-material culture of the Opasquiak Reserve Indians is not. This is a serious oversight which makes the book incomplete.

There is no overt bias depicted in the book except on page 55 where the men's canoe race is described as "exciting," and the women's and children's races are merely mentioned as existing.

If this book is used, additional materials on the non-material culture must be presented. For another point of view, see The Shocking Truth About Indians in Textbooks.

PUBLISHER: Book Society of Canada

TEXT: Cuthbert Grant and the Metis (1976)

GRADE LEVEL: 5

GENERAL COMMENTS:

Cuthbert Grant and the Metis is an interesting and well-written book. It shows no evidence of sexism, racism or class bias.

PUBLISHER: Book Society of Canada

TEXT: George Simpson and the Hudson's Bay Company (1977)

GRADE LEVEL: 5

GENERAL COMMENTS:

This book gives a realistic account of Simpson and the role of the Hudson's Bay Company. However, the Company is presented from a British perspective and is credited with the development of western Canada. Indian people and women are treated positively, but their view of the Company and their contributions to the development of western Canada are mostly dealt with through research questions rather than in the actual text.

PUBLISHER: Book Society of Canada TEXT: Vilhjalmur Stefansson and the Arctic (1978)

GRADE LEVEL: 5

GENERAL COMMENTS:

This book describes Stefansson's work and the Inuit very well. Unfortunately, despite Stefansson's good intentions for the Arctic and the Inuit, whom he admires, he does not take into consideration the Inuit's right to self-determination. He speaks of what he wants for them and what the Canadian government should do with them but not of what the Inuit might want. Now there are Dene and Inuit organizations which are political voices for the people in Canada's North.

PUBLISHER: Book Society of Canada TEXT: R. B. Russell and the Labour Movement (1978)

GRADE LEVEL: 5

GENERAL COMMENTS:

This book outlines the growth of the labour movement mainly in Winnipeg from 1910-1960. The study material is supplemented with numerous photographs, study questions and project ideas.

PUBLISHER: Book Society of Canada TEXT: Tawow Kit (1975)

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

This is a multi-media resource kit about Indian and Metis people of Canada. It contains pictures, tapes, books and pamphlets on history, geography, sociology, cultural anthropology, fine arts and language. Different parts can be used at different grade levels.

The Tawow Kit is highly recommended as it provides both a realistic view and a positive image of native people.

PUBLISHER: Copp Clark

TEXT: Canada in North America to 1800 (1960)

GRADE LEVEL: 6

GENERAL COMMENTS:

The worst example of bias in this book is the racist use of the word "savage" to refer to Indians, usually the Iroquois. The treatment of native people is otherwise fairly positive but Anglo-Saxon in perspective. Historical incidents must also be examined from the point of view of native peoples. Much supplementation is needed to develop an understanding of native culture.

The interpretation that this book gives of events is male, Anglo-Saxon and often ruling class. Women and their contributions to the development of North America before 1850 are ignored. As a result supplementary materials describing the roles of women are required. The books Wilderness Women by Jean Johnston and Never Done by the Corrective Collective will be helpful.

The French Canadian perspective is also missing in this book. We cannot hope to help children understand the events of the 1970's and the possibility of Quebec's separation from Canada if this perspective is ignored.

It is important that events from past history be linked to current situations: native peoples and land claims, the French and demands for an independent Quebec, and women and their struggle for equal opportunity. Units of study can be developed around these themes.

p. 4-8 Problem: Bias by cumulative implication: there is a complete omission of Norse women in this section. The Norsemen did not set up colonies by themselves.

Suggestion: Use the story of "Gudrid" in Wilderness Women by Jean Johnston to supplement this section.

p. 28 Problem: Bias by distortion: "By great good fortune Cartier learned of an Indian remedy."

Suggestion: Have the students research this incident. The Indians taught Cartier how to make the remedy for scurvy. The textbook wording negates this contribution of Indian people to the health of the colonists.

p. 49 Problem: "The Indians often would trade everything they owned for this 'fire water'..." The text is referring to all Indians across Canada as if this behaviour when drinking was common among all tribes.

Suggestion: Point out that this is a gross generalization about the kind of behaviour that occurred when people were under the influence of alcohol. It is true that alcohol was one of the factors in the breakdown of the Indian culture and that white traders took advantage of the Indians' susceptibility to this new drink. All Indians of all tribes did not behave in this manner, however.

p. 49 Problem: "...missionaries came among natives to teach them Christianity, to help them heal their sick, and to show them why they should live in peace with each other and with their white brothers from Europe."

Suggestion: Point out that the Indians had highly developed religious beliefs, effective medicine, and lived in as much harmony among themselves as Europeans or early Canadians did. Have the students do research on the culture of Indian tribes who were involved in the fur trade.

p. 51 Problem: This section presents a romanticized and somewhat distorted view of reservations.

Suggestion: Point out that reservations, which were often the least desirable tracts of land, kept Indians far away from white settlements. In fact, Indians often had to have a "pass" to be able to enter a town or city. Trapping, hunting and fishing on one's own land should be a right. However, it has been virtually impossible for Indians to follow their traditional lifestyle because of the disruption caused by the growth of technology and its effects on the environment. The "cash grants" referred to in the text are $5 per year. Have the class research the Indian Act and invite someone from the Manitoba Indian Brotherhood to speak to the class regarding Indian land claims and hunting, trapping and fishing rights.

p. 53 Comment: This is a very positive description of the Aztec culture.

p. 54 Problem: The lack of respect shown the Aztec religion: "The Aztecs observed strange but colorful rituals in the worship of their gods."

Problem: "Foretold in many of these myths."

Suggestion: Ask the class if the word "myth" would be acceptable if the reference was to the coming of the Messiah in the Judeo-Christian religion.

Comment: The section in this unit which deals with native people must be supplemented with more positive material on Indian history and current affairs: modern Indian culture, land claims, treaty rights, control over education, and industrial growth.

p. 56-61 Comment: The material on the Inuit (not Eskimo) must be supplemented with information on current issues, such as pipe line construction, lack of services, land claims, control over Inuit communities, and erosion of culture.

p. 61 Problem: "We cannot avoid the necessity for building... lines of defence in case of war." Is this the main reason that the white southern culture imposes itself upon Inuit people?

Suggestion: Explore other reasons for southern interest in the north, i.e., resources.

For the Glory of God

p. 75 Problem: Bias by defamation: throughout this chapter, the word "savages" is used, especially to describe the Iroquois. It must be pointed out to the students that this word is unacceptable. Sometimes behaviour was savage, both on the part of the white colonists and the Indians, but to label one race "savage" is an unacceptable bias.

p. 80 Problem: "Jeanne Mance...was asked to look after the hospital." Is the role of the Ursulines and Jeanne Mance any less important than that of the priests or explorers? There has been no serious treatment of the role played by these women in the early settlement of Quebec.

Suggestion: See the chapter on Jeanne Mance in Wilderness Women by Jean Johnston.

p. 89-90 Comment: The narration of the courageous actions of Mme de la Tour is commendable. We finally get a glimpse of one contribution by a woman.

Problem: "Mme de la Tour must have been very lonely. There were many traders and soldiers in the fort, but no other white woman except her maid." This statement shows either Mme de la Tour's or the author's class bias. The maid is a woman and person not only a role.

Suggestion: This type of class bias should be discussed. Would Mme de la Tour and her maid have things in common? Could they become friends?

p. 97 Problem: The everyday life of the habitant is discussed in much detail, and no mention of the role of women is made here. The assumption is that the students will identify with the powerful seigneur rather than with the common habitant. This serves to degrade the work done by the people and elevate the role of the manager or seigneur.

Suggestion: Some research could be done into the life of the habitants and their attitudes to working land controlled by a seigneur.

p. 108 Problem: "Talon called on the government to send out young women who might make good wives."

Suggestion: Some research should be done on this incident. What of the bravery of the women who came to work and be married off? Why did they come? Did they have a viable choice?

p. 126 Comment: Many sailors and fishers, in defiance of the British government's dictates, had begun to colonize Newfoundland before John Guy. The credit for settlement should not be given only to him.

p. 128-131 Comment: A good discussion of the reasons behind colonialism.

p. 141 Problem: A study of West Indian historical development should include a discussion of the decimation of the native population and its replacement with African slave labour. The hazards of the sea have as much space in this section as does native decimation and African slavery.

Suggestion: Some research should be done on the West Indian natives, their decimation or migration to Central America.

p. 163-167 Problem: Bias by defamation and distortion: The harsh conditions of slavery are described here, but we are somehow led to believe that although terrible, slavery was an economic necessity of the time.

p. 167 Problem: "When kindly treated...spirituals." This reference to African humanity as "happy slaves" is inaccurate when applied to the many who struggled against oppression.

Suggestion: Some research on the real conditions of life for slaves should be done. See Harriet Tubman by Petry, or parts of Uncle Tom's Cabin by H. Beecher Stowe.

The Coming of the "Adventurers"

p. 172 Problem: Whenever there is discussion of the fur trade, the French, English, and coureur de bois who initiated the trade are treated as the ones who did it all. The Indians are spoken of as if they obediently followed instructions of the whites and were the beasts of burden. It was the Indians' skill in trapping that allowed the development of the fur trade. The Indians engaged in the trade for reasons of their own, obtaining European goods that they could not manufacture themselves.

Suggestion: Have students do some research on the fur trade from the Indian perspective. What were the benefits to their culture? Were Indian people well treated and fairly dealt with by the traders? What was the role of women in the fur trade?

p. 190 Problem: Bias by distortion: Jolliet and St. Lusson claim land for France. No reference is made to the rights to the land of the resident Indian people or of treaties that may or may not have been signed.

Suggestion: Look at the whole concept of colonialization and the taking of Indian land in the light of Indian land claims today. Very few Indians realized that the white man's claim to Indian land would prevent them from hunting and trapping and pursuing their own lifestyle.

p. 210 Problem: Bias by defamation: "It was sad to see white men acting like their Indian allies." This is a racist statement. The colonists were no better or worse than their Indian allies--they massacred their enemies in times of war, just as the Indians did. In the same paragraph the authors refer to the Indians as savages.

Suggestion: Emphasize these points when discussing this matter with the students. Indians had no monopoly on savage behaviour. It is time to put that myth to rest.

p. 230-235 Suggestion: Have the students research some material written about the Acadians to gain a better understanding of the incident. Have them find out who Evangeline was.

p. 255-259 Suggestion: Although the treatment of Chief Ottawa and the Indian attacks on the British is quite sympathetic, it would be good to suggest that the class research the reasons behind the Indian attacks more thoroughly.

p. 290 Comment: "Among the Loyalists were many people of wealth and education, who had formerly taken leading parts in the government and social life of the colonies." Some of these people were Loyalists because they stood to lose property and privilege, not because of nationalist fervour. This should be pointed out to the class.

p. 317-318 Comment: The allegation that the French habitants were happy under the seigneurial system because it was the French "way" is misleading. The habitants also wished to own their own land, but the power in Quebec lay with the Church and the seigneurs.

Suggestion: Review the section on the Quebec Act on pages 280-282. Have the students review the division of Canada into two provinces from a French Canadian perspective. To imply that the French habitants were content to follow the direction of the ruling class is misleading.

p. 319 Comment: Mrs. Simcoe's diary is one of the historical documents of the life and times in Upper Canada. Point out to the class that women who desired to write generally had very few outlets for their abilities other than to keep diaries since women were not considered "legitimate" authors and historians. Few could ever hope to have their work published. Mrs. Simcoe's work adds to the growing social history that is being researched today.

PUBLISHER: Copp Clark

TEXT: Canada in North America Since 1800 (1967)

GRADE LEVEL: 6

GENERAL COMMENTS:

Although this text has some interesting and important material, it suffers from serious problems of sexism and class bias and, to a lesser extent, racism. Women are almost entirely ignored throughout the book: little is mentioned of their work, their politics, their lifestyles. The book concentrates on men as rulers and provides little insight into the lives of ordinary men and women.

Although the book demonstrates that Canada has a history of conflict and struggle, it presents those struggles primarily as contests between rulers. The organizing work for unionization, for suffrage, for social progress and human rights which has occupied the lives of so many is neglected. See the section on classroom activities and develop some new approaches.

p. 18 Problem: "The people of Upper Canada...were too busy seeding...planting...to bother much about politics."

Suggestion: This analysis is too simplistic; in fact, many immigrants to Canada had come to escape bad political situations in their home country.

p. 27 Problem: "They knew that they could not hand down land to their sons."

Suggestion: Land was given free to men, but not to women in Canada. Women often had no legal control over property or wages. A number of women in the late nineteenth century bought land from men and farmed successfully, sometimes leaving the land to daughters.

p. 104 Problem: "For many years the government gave...fifty acres of land...to a new settler and his family..."

Suggestion: Point out that the land was given only to men. Women had no rights to that land, and it could, and often was, sold without their permission, leaving them and their children homeless and destitute.

p. 118 Problem: There has been almost no recognition of the work of women in this book. During building bees the women worked hard feeding the group, building the home and caring for the children.

p. 125 Comment: Although the picture shows men and women working at making the maple syrup, this job was primarily done by women.

p. 145 Problem: "A boy's opportunities...were determined...by the family into which he was born."

Suggestion: Point out that there is still much truth to this statement in Canada today: mobility is still limited by birth. Also explain that since women did not have access to land grants and jobs, their success depended on whom they married and not on their abilities or hard work.

Problem: "Attacks on slave owners...made people who treated their slaves kindly feel very bitter."

Suggestion: Discuss this contradiction. Slave-owners could grant slaves their freedom. Surely, kindly people understood this. After all, thousands of people risked their lives helping runaway slaves escape death and a return to slavery. Although it is important to understand behaviour in an historical context, it is not desirable to excuse injustice.

p. 155 Problem: "Bands of Indians and outlaws made raids from Florida into American territory..."

Suggestion: Point out, as the author has before, that America once belonged to the Indians and that it is difficult to raid your own territory.

p. 173 Problem: "The men who advise the governor general..." The use of "he," "him," "man," etc. is inappropriate.

Suggestion: Ask the students to find out the names of some women who are city councillors, MLA's or MP's and point out that a woman, Pauline McGibbon, became the Lieutenant-Governor of Ontario. See the section on terminology.

p. 240 Suggestion: Encourage the children to read Petry's Harriet Tubman or Underground to Canada by Smucker. Point out that Tubman, a woman and a former slave, probably freed more slaves than any other person.

p. 251 Problem: "Slaves suffered at first for they had never been properly trained to earn their living as free men [and women]. They were no longer looked after by slave owners...They had to learn the habit of working without being forced to do so."

Suggestion: Recommend that students watch "Roots" on television or read some stories about black Americans. Slaves knew how to work and work hard. The majority of slave owners didn't "look after" slaves: they forced them to labour all their lives for no pay, denied them the opportunity to move, sold family members to different slave owners, raped, beat and killed them.

p. 271 Problem: "But although Riel was clever, he was also hasty and rash."

Suggestion: At the end of this section, ask the students to consider this quotation. Is it accurate or fair?

p. 287 Problem: "When the Indians drank whiskey, they became very dangerous."

Suggestion: This is a racist statement. Anyone remotely familiar with the history of Western Canada realizes that drunken men caused considerable problems, regardless of their ethnic or racial background.

p. 301 Comment: Point out that Riel was twice elected as a Member of Parliament which indicates the high esteem in which he was held. Because of the warrant issued for his arrest he never sat in the House of Commons. Also point out that Riel may be pardoned by the federal government as it is now recognized that he was punished for his politics.

p. 327 Problem: "The stout Indian squaws..."

Suggestion: "Squaws" is an offensive term used to describe Indian women. Find alternate words to replace it.

p. 330 Problem: "We are all newcomers here."

Suggestion: The author assumes that no Indian children will read this book.

p. 352 Problem: "The flapper...stood for the new freedom that had been obtained by women."

Suggestion: There is no introduction to this statement. What new freedom? How was it obtained? What did it mean? This text does not even acknowledge the struggle of women for voting rights and completely ignores women in all other respects. Given the detailed descriptions of politics and the electoral process, this omission is indefensible. A whole section should be added to the course on women's rights, the family, and suffrage.

p. 373 Comment: There is no acknowledgement of the treatment of the Japanese during the war.

PUBLISHER: Gage Publishing Limited TEXT: Canada: The New Nation (n.d.)

GRADE LEVEL: 6

GENERAL COMMENTS:

This book gives a distorted view of Canadian history and its placement within world history. In addition, important issues are completely ignored such as: the treatment of immigrants, Japanese Canadians' internment in prison camps during World War II, labour movements, suffrage, Indian history and perspective, French history and women's roles in the development of the nation.

If the book must be used, its bias should be openly confronted and additional materials should be supplied.

p. 15 Problem: "Moderates who stand near the centre are usually those who think over a problem calmly and carefully." This statement and those on "extremists" are judgemental. Moderates and extremists are distinguished by their positions on a particular issue, not by the speed or the manner by which they come to their respective conclusions.

Suggestion: Ask the class if all quick decisions are wrong, or if deliberation results in correct decisions. Perhaps some people who make quick decisions have more information on the subjects. Also, what is extreme in one period of time may become moderate a short time later.

p. 23 Problem: "Manifest destiny was being fulfilled." This concept is not explained.

Suggestion: Discuss "manifest destiny" with the class. Discuss how it affected the lives of settlers and native people.

p. 42-46 Problem: This section on slavery is both incomplete and racist. It contains bias by distortion and defamation. Although the book refers to slavery as sad and horrible, it also states that "the mistress...looked after their welfare...in general, they were not ill-treated." The view of the plantation owner as a cruel oppressor is considered extreme and atypical.

Suggestion: This chapter should either be omitted entirely or supplemented with additional materials, preferably written by blacks, on slavery as a crime against humanity.

p. 53 Problem: "Southern gentlemen organized secret societies to frighten the negroes away from voting. The Ku Klux Klan was the most powerful group."

Suggestion: This is bias by gross distortion. Referring to people who frighten, kill and torture as gentlemen is questionable. The Ku Klux Klan have denied rights to humans for many years and are still active. This group must not be condoned but must be exposed for what they are and what they have done. They have been against the non-white, non-Protestant people in the United States and Canada.

p. 110-115 Problem: Bias by inertia: the version of the Red River Rebellion and Riel's role in it is a collection of inaccurate assumptions and half-truths. The Metis did not turn to Riel like children. They were intelligent people who looked to Riel as a leader. Riel was more than a friend of the Metis, he was Metis himself.

Suggestion: Omit this section altogether and present a more accurate account. Include information on the division of Metis land and why the Canadian survey methods were unacceptable. For material sources contact the Manitoba Metis Federation or the Manitoba Indian Cultural Education Centre, Inc.

p. 145 Problem: "All the helpers in confederation are not mentioned here. You will think of other men and other inventions which were important." This statement leads the students to believe that there were no important and productive women.

Suggestion: Point out to the students that both men and women were involved in confederation although female contributions were limited because women were not allowed to vote.

p. 148 Problem: Bias by obliteration: "It is unpardonable that civilization should be excluded from half a continent."

Suggestion: Point out to the class that there were Indian civilizations in the West: the Ojibway, Cree and others had well-developed cultures. To disclaim them because they differed from white European culture is equally unpardonable.

p. 150-152 Problem: This section suggests that the Hudson's Bay Company was trading with the Indians to help the Indians. The purpose of corporations such as Hudson's Bay Company is to make profits and minimize costs to do so. How do native people today view the Hudson's Bay Company?

Suggestion: A survey of how native people regard the Hudson's Bay Company could be attempted. Material may be available by contacting the MIB or Manitoba Indian Cultural Education Center, Inc.

p. 159 Problem: The first section gives a detailed description of Indian warfare but conveniently fails to mention such American cavalry atrocities as Wounded Knee where hundreds of unarmed elderly people, women and children were murdered.

Suggestion: This racist section should be omitted and a more factual discussion should be substituted. Include the fact that the Indians were protecting their home land.

p. 163-164 Problem: These pages present a stereotyped image of the effect of alcohol on Indians.

Suggestion: Indians and alcohol is a much researched subject and cannot be dealt with in such a superficial way. The subject should either be dealt with properly, which might be too advanced for Grade 6, or not at all. Point out that drunken people, regardless of their background, often act stupidly.

p. 188 Problem: "After the job...they [Chinese people] became restaurant keepers and gardeners of the West Coast and the prairie towns."

Suggestion: Discuss with the class that restaurant ownership and gardening were two of the very few jobs that were not closed to the Chinese. They did not necessarily adopt these occupations because they preferred them but because they had no alternative.

p. 224-227 Problem: In the description of farmers, the only acknowledgement of women is that the farmer brought "a stout wife."

Suggestion: This description totally obliterates the work done by women on farms. In fact, women worked with men in the fields and also looked after the home and children. Have the students do research on work women do on farms. A book on this subject is Never Done by the Corrective Collective.

p. 235 Problem: "The company gave away millions of glass lamps in the poor districts of China, Egypt, and Arabia, and sold oil to fill them."

Suggestion: Point out to the class that Standard Oil was creating a market for their oil to gain profits and was not just being generous. This is still a common practice of companies to increase profits.

p. 272 Problem: The information about soldiers on this page leads one to think that only men were involved in wars. The misconception occurs throughout the whole section.

Suggestion: Discuss the relationship of women to war, as civilian workers, soldiers, and victims. Many women also lost their lives during these wars.

p. 288 Problem: All that is mentioned about the Holocaust during World War II is that Hitler hated the Jews and that he put them into "terrible prisons called concentration camps."

Suggestion: A more comprehensive study should be done on the extreme racism practiced by Nazi Germany. The death of 12 million people should not be ignored. An additional reading is the autobiographical Diary of Anne Frank.

p. 308 Comment: The devastating effects of the atomic bomb on Hiroshima and Nagasaki, which are still being felt in Japan, should not be glossed over.

p. 292-309 Problem: In the whole section on World War II there is not one mention of the uprooting of Japanese Canadians and their internment in prison camps.

Suggestion: History should not be written in such a way that events that do not reflect favourably on Canada are left out. These omissions will create a distorted view of Canada.

Alternate Reading: Takashima, Child in a Prison Camp.

p. 314 Problem: All the symbols for the countries and the U.S. are men.

Comment: Women make up half the world's population. The U.N. acknowledged the massive discrimination against women during its celebration in 1976 of International Women's Year.

p. 320 Problem: The explanation of who initiates war is false and misleading.

Suggestion: Wars are almost always caused by the ruling class and are primarily initiated to serve their interests. Peasants and poor people cannot start wars although masses of poor people can begin revolutions. Revolutions are caused by people such as those outlined on page 320 but not wars. This section is racist and class biased. If it must be used, its distortion must be explained.

p. 370 Problem: "There are boarding schools for Indian children too."

Suggestion: Discuss the fact that "residential schools" for the north and the rest of Canada are almost all gone. Ask the children how they would like to be taken from their parents at age six, sent to school and forbidden to speak their own language. This is what happened to Inuit and Indian children.

p. 382 Problem: The book states that it doesn't know why the buffalo, which is correctly called the American Bison, disappeared.

Suggestion: Tell the class that although the reasons given in the book are valid, the author has failed to mention the policy of the American cavalry to kill the herds in order to remove the main food supply for the Plains Indians. This American policy affected Canada because herds could not migrate north of the border. As a result, the economy of the Indians was destroyed which made it easier to manipulate them into treaties and onto reserves.

p. 387 Problem: "These were true Stone Age Men...their knives, spearheads, and arrow heads were all hammered out of native copper..."

Suggestion: Labelling the Copper Eskimos, who used metal, as Stone Age people is not only inaccurate but reflective of a European bias as well. The effect of such a term is to diminish the very real achievements of these people. Discuss their adaptation to the environment with the class.

p. 395 Problem: "They [missionaries] have gone into native shacks to give lessons in cleanliness and health."

Suggestion: Information on health was needed because of the diseases and other health-related problems brought into the community by outsiders. It is wrong, however, to imply that Inuit people were careless about sanitation.

p. 411 Problem: "A great inheritance! Canada..." This whole section on Canada from the creation of the earth to the coming of the Europeans ignores the great cultures of the Indians.

Suggestion: A history of Indian people should be included in any history of Canada. Also, Europeans did not inherit Canada: it was Indian land which was obtained from them under questionable circumstances.

p. 421 Problem: "Men are being trained as foresters."

Suggestion: Tell the class that forestry courses are open to both men and women. Girls can also think about the prospects of being foresters when they are planning their careers.

p. 432 Problem: "The girls are supposed to work at cooking, sewing and shrub planting..."

Suggestion: Ask the students why the girls are supposed to work at these particular jobs. Girls or boys don't have to limit their activities.

PUBLISHER: Cameron, Innes and Richards TEXT: Living in Canada (1968)

GRADE LEVEL: 6

GENERAL COMMENTS:

Living in Canada is a history of white men in Canada, and to that extent, it is adequate. However it ignores the contributions women have made to the development of this country, identifying females only as wives or children. It ignores as well the significant contributions of native people. Joseph Brant is mentioned only once; Riel and the Metis, who were the force behind the creation of Manitoba, are never mentioned.

The chapter on "The First Canadians" is incomplete because there is no discussion of Indian religion, law or medicine. Certainly a culture consists of more than food or shelter. For a more detailed account of bias towards native people, read the analysis of this text in The Shocking Truth about Indians in Textbooks.

p. 128 Problem: "Canadians hope that this work of exploration will prove that the Arctic Islands are a storehouse of great mineral wealth."

Suggestion: The government is now becoming aware that a great influx of people into a northern area can be detrimental to the northern people and the land itself. Have the class do research on the Berger Commission and its findings.

p. 150 Problem: "While the squaws danced..."

Suggestion: "Squaw" is a misinterpretation of a Cree word, Iskwoa, and is generally used in a derogatory sense. Since it is a Cree word and Cartier did not meet Crees, the wrong choice has been made to translate Cartier's French writings. Discuss the inconsistency and explain why "squaw" should not be used.

p. 162-163 Problem: On these two pages and on others Indians or Iroquois are called "hostile."

Suggestion: Although it is true that the Iroquois were hostile to the French, it should be made very clear that the French were invading Iroquois lands. Ask the class how they would feel if a stranger set up housekeeping in their own homes without asking permission. The Indian perspective should be given for a balanced presentation of history.

p. 170 Problem: In his speech to the Iroquois and their leaders, Frontenac calls them children.

Suggestion: It is inappropriate to call adults children. Ask the students how they would feel if someone called them babies. Also ask them why Frontenac thought he could call the Indians children.

PUBLISHER: Ginn and Company

TEXT: Treaties and Promises: Saulteaux Indians

GRADE LEVEL: 6

GENERAL COMMENTS:

A very brief, well-illustrated booklet about the Saulteaux, the events which led to the signing of treaties and the results of these agreements. More information on the roles and work of the women should be included.

CLASSROOM ACTIVITIES FOR SOCIAL STUDIES*

Purpose:

To combat the prevalent assumption that women have played no part in Canadian history.

Project:

Following is a list of women, some of whom are, or should be, well-known to students of Canadian history. All have figured in some way in the development of Canada. This is by no means a complete list, but it is believed that information about these particular women should be readily available in public libraries and in encyclopedias. So that students may learn something about the contributions of Canadian women and about social movements such as suffrage and temperance, it is suggested that time be devoted to each person on the list so that information about her life and accomplishments can be presented to the class. These may be individual or joint projects.

Some of the ways in which a report might be expressed include the following:

1. a person-to-person interview;
2. a long-distance telephone call;
3. on-the-spot television coverage of an event in which this woman participated;
4. a skit, perhaps in costume;
5. readings from diaries or speeches;
6. illustrations and information to be mounted on the classroom wall for the day.

Maude E. Abbott, one of the few Canadian doctors to become internationally famous. She did outstanding research in congenital cardiac disease and laid the foundation for cardiac surgery. Her diaries as a young girl reveal her frustrations and the obstacles blocking her way as a woman.

*Adapted from Nonsexist Curricular Materials For Elementary Schools, B.C. Teachers' Federation.

Martha Black, naturalist and authority on the flora of the Yukon. She went to Dawson City during the Klondike Gold Rush and spent most of her adventurous life in the Yukon. She was the second woman to sit in the House of Commons.

Emily Carr, writer and one of Canada's greatest artists. She became world famous for her paintings of Indian villages of the Northwest Coast.

Isabella Valancy Crawford, poet. As a child she moved with her family from Ireland to Ontario where they were pioneers. Her enthusiastic acceptance of Canada as her homeland is revealed in her poems and short stories that express her love of the land and people. They also provide descriptions of early Canadian life.

Mazo de la Roche, author of the sixteen internationally famous novels which tell the story of the Whiteoak family and their estate, Jalna, near Toronto.

Flora Macdonald Denison, journalist and suffragist. Troubled by the deplorable state of women's wages and working conditions, she was one of the founders of the Canadian Women's Suffrage Association. She travelled widely and made speeches in the cause of suffrage.

Gudrid, one of the four female members of the Viking expedition of 1007 A.D. which established a colony in Labrador. She was the mother of the first European child to be born in the New World.

E. Cora Hind, agricultural editor of the Winnipeg Free Press. She became internationally famous for her accurate predictions of the size and quality of Canadian wheat crops. At age 74, she was sent by the Canadian government on a two-year voyage around the world to investigate agricultural conditions.

Pauline Johnson, Indian princess who travelled extensively in Canada, the U.S. and Britain giving recitals of her poetry. She was the author of The Legends of Vancouver.

Marie La Tour, an early Canadian hero who crossed the Atlantic to fight her husband's enemies at the French court. At Easter, 1645, she led the heroic but unsuccessful defense of a fort against a rival group of fur traders.

Nellie McClung, writer, temperance leader and champion of women's rights. She was very active in Manitoba and Alberta politics in the areas of social reform and women's rights. She also participated in the famous Person's Case.

Elizabeth Gregory MacGill, the first Canadian woman to obtain a degree in Electrical and Aeronautical Engineering. She designed and superintended the building of a new biplane trainer for the Canadian Car and Foundry Company of which she was the chief aeronautical engineer. She also served as a commissioner for the Royal Commission on the Status of Women.

Helen Gregory MacGill, feminist, suffragist, journalist and first woman judge in British Columbia. She lived for forty years in Vancouver where she was associated with organizations working to improve the status of women and children.

Louise McKinney, suffragist, temperance leader and first woman member of a British Commonwealth Legislature. She was one of the five women who took part in the Person's Case.

Violet McKinney, founder of the first Women's Grain Growers' Association and women's editor of the Western Producer. She helped organize farm women in Alberta, Manitoba and Ontario and in 1934 was awarded an O.B.E. for her services to the welfare of rural women.

Ada MacKenzie, champion golfer who, because of prejudicial treatment given women by private clubs, founded the Ladies Golf Club of Toronto in 1924, the only one in the world built and owned by women.

Agnes Macphail, suffragist and first woman member of the House of Commons. She fought for prison reform; pensions for the aged, blind and disabled; better health services, and was a strong supporter of the cooperative movement.

Jeanne Mance, first secular nurse in North America. She accompanied Maisonneuve to establish a mission colony at Montreal in 1641. She was founder and administrator of the Hotel Dieu de Montreal.

Lucy Maud Montgomery, novelist, journalist and O.B.E. She contributed stories and poems to many North American periodicals and wrote Anne of Green Gables, a novel set in Prince Edward Island.

Susannah Moodie, writer. She emigrated from England to Canada and recorded her experiences of the hardships of pioneer life in Roughing It in the Bush.

Rolle Moore, president and one of the organizers of "The Flying Seven," begun in 1937 by a group of women pilots who wanted to help other women interested in flying. She made her first flight in Vancouver on January 20, 1935.

Emily Murphy, first woman police magistrate in the British Empire. She fought in the Person's Case and, under the pen name "Janey Canuck," wrote many books and articles about western life.

Marguerite de Roberval, a member of a group of French people who attempted to colonize the New World in 1541. She lived alone on a deserted island for a year and proved that it was possible for a European to live off the land.

Laura Secord, a loyalist who walked twenty miles through enemy lines to warn Canadian forces of an impending American attack.

Mary-Ellen Smith, first woman cabinet minister in the British Empire. She campaigned for better wages for women in industry, equal pay for equal work, and rehabilitation for juvenile delinquents.

Emily Howard Stowe, first Canadian woman doctor, and principal founder and first president of the Dominion Women's Enfranchisement Association. She was an advocate of higher education for women.

Augusta Stowe-Gullen, ardent feminist, first woman to study and graduate with a degree in medicine from a Canadian university, suffragist and vice-president of the National Council of Women.

Catherine Parr Traill, naturalist, pioneer, and writer. She emigrated from England and pioneered near Lakefield, Ontario. She described her life as a pioneer in The Backwoods of Canada and wrote several volumes on Canadian plant life.

Suitable for Grades 4-7

Purpose:

To demonstrate the importance of women's work in frontier Canada.

Project:

This project involves students doing their own research on the work of pioneer women. Students should find out about the early techniques for making soap, clothes, candles, butter, doing the laundry, ironing, raising chickens, milking, vegetable gardening, food preservation, etc. Reports could be read to the class and perhaps illustrated with pictures and diagrams to be posted on the classroom walls. Certain techniques could even be demonstrated or dramatized in class. Readings from Susannah Moodie and Catherine Parr Traill would be appropriate.

Discussion:

Emphasis should be placed on the sheer physical endurance and stamina required by pioneer women to complete their day-to-day chores, work that was compounded by the task of bearing and raising children. Ask the students if "weak" women could have done this work. Perhaps the resourceful pioneer women could be compared to the weak and helpless mothers portrayed in school readers. Try to elicit from the students the statement that women are not born weak but can become so through lack of physical exercise.

Readings:

1. "Grandmother's Boots" in Cavalcades.
2. Johnstone, J., Wilderness Women.

Suitable for Grades 3-7

Purpose:

To show that fashions have restricted women's freedom.

Project:

Collect drawings, paintings, photographs, etc., of women's fashions in various periods of Western history and in other cultures. Try to obtain as varied a sampling as possible, that is, one that is representative of all classes in society. Two or three students might like to work together to research a specific period or culture and present their findings to the class.

Resource Materials: Old Catalogues

1927 T. Eaton Catalogue. Toronto: Musson, 1971.

1902 - Sears, Roebuck Catalogue. New York: Bounty Books, 1969.

Discussion:

Show that various "trends" in women's fashions such as foot-binding, corsets, hoop skirts, bustles, etc., have been both unhealthy and restrictive for women. Encourage students to discover for themselves that in classes or cultures where it was (or is) necessary for women to do heavy manual work, women's clothing allowed them considerably more freedom of movement. The most restrictive fashions have been worn by middle-and upper-class women both to demonstrate their "freedom" from manual labour and to prevent them from engaging in any "inappropriate" activities. The Victorian period provides an excellent illustration of the double standard in women's dress, for women working in the mines certainly did not wear tightly-laced corsets. Students might also wish to research the nineteenth century movement for dress reform led by Susan Bloomer.

In conclusion, students should look at the relation between women's entry into the labour force in the twentieth century and the gradual acceptance of pants as appropriate attire for women. They should also find pictures of contemporary fashions which restrict women's movements, e.g., girles, high-heeled and platform-soled shoes, very short skirts.

Follow-up:

Ask the class if there is any reason why women and men should not wear the same kind of clothes. Suggest that in the past they have worn different clothing because their activities have been very different and that today men and women are doing more and more of the same kinds of tasks, often together. Have the class discuss and illustrate its ideas about "unisex" clothing.

Suitable for Grades 4-7

Purpose:

To demonstrate that many of the demands made by feminists today are not new and that nineteenth century women reformers were much more far-sighted than is usually believed.

Project:

Discuss the following quotations from Nellie McClung (1873-1951):

1. The world has never been partial to the thinking of women--the wise ones have always forseen danger. Long years ago, when women asked for an education, the world cried out that it would never do.... If women learned to read there seemed to be a possibility that some day some good man might come home and find his wife reading, and the dinner not ready--and nothing could be imagined more horrible than that! That seems to be the haunting fear of mankind--that the advancement of woman will sometime, someway, someplace, interfere with some man's comfort. [1]

2. There was a picture in one of the popular woman's papers sometime ago, which taught a significant lesson. It was a breakfast scene. The young wife, daintly frilled in pink, sat at her end of the table in very apparent ill humour--the young husband, quite unconscious of her, read the morning paper with evident interest. Below the picture there was a sharp criticism of the young man's neglect of his pretty wife and her dainty gown. Personally I sympathize with the young man and believe it would be a happier home if she were as interested in the paper as he and were reading the other half of it instead of sitting around feeling hurt. [2]

3. People tell us of the good old days of chivalry when womanhood was really respected and reverenced--when a brave knight rode gaily forth to die for his lady love. But in order to be really loved and respected there was one hard and fast condition laid down, to which all women must conform--they must be beautiful, no getting out of that.... Then they were all right and armoured knights would die for them quick as a wink!

   The homely women were all witches, dreadful witches, and they drowned them, on public holidays, in the mill pond!

   People now tell us that chivalry is dead, and that women have killed it, bold women who instead of staying home, broidering pearls on a red velvet sleeve, have gone out to work--have gone to college side by side with men and have been so unwomanly sometimes as to take the prizes away from men. Chivalry cannot live in such an atmosphere. Certainly not! [3]

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[1] Nellie McClung, In Times Like These (Toronto: Univ. of Toronto Press, 1972), p. 32.

[2] Ibid., p. 33.

[3] Ibid., p. 39.

4. At the present time there is much discontent among women, and many people are seriously alarmed about it. They say women are no longer contented with woman's sphere and woman's work--that the washboard has lost its charm, and the days of the hair-wreath are ended. We may as well admit that there is discontent among women. We cannot drive them back to the spinning wheel and the mathook, for they will not go. But there is really no cause for alarm, for discontent is not necessarily wicked... Discontent may mean the stirring of ambition, the desire to spread out, to improve and grow. Discontent is a sign of life corresponding to growing pains in a healthy child.[4]

5. These tender-hearted and chivalrous gentlemen who tell you of their adoration for women, cannot bear to think of women occupying public positions. Their tender hearts shrink from the idea of women lawyers or women policemen, or even women preachers; these positions would "rub the bloom off the peach" to use their own eloquent words. They cannot bear, they say, to see women leaving the sacred precincts of home--and yet their offices are scrubbed by women who do their work while other people sleep...is there any pity for them? Not that we have heard of. The tender-hearted ones can bear this with equanimity. It is the thought of women getting into comfortable and well-paid positions which wrings their manly hearts.[5]

6. Women have often been told that if they go about it right they can get anything. They are encouraged to plot and scheme, and deceive, and wheedle, and coax for things. This is womanly and sweet. Of course, if this fails, they still have tears--they can always cry and have hysterics, and raise hob generally, but they must do it in a womanly way. Will the time ever come when the word "feminine" will have in it no trace of trickery?[6]

7. Look at the fine scorn with which small boys regard girls! You cannot insult a boy more deeply than to tell him he looks like a girl--and the bitterest insult one boy can hand out to another is to call him a "sissy." This has been carefully taught to our small boys, for if they were left to their own observations and deductions they would hold girls in as high esteem as boys.[7]

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[4] Ibid., p. 44.

[5] Ibid., p. 52.

[6] Ibid., p. 52.

[7] Ibid., p. 71.

8. Children do not need their mother's care always, and the mother who has given up every hope and ambition in the care of her children will find herself left all alone, when her children no longer need her--a woman without a job...[8] The stationary female and the wide-ranging male is the world's accepted arrangement, but the belief that a woman must cherish no hope or ambition of her own is both cruel and unjust.[9]

9. The time will come, we hope, when women will be economically free, and mentally and spiritually independent enough to refuse to have their food paid for by men; when women will receive equal pay for equal work, and have all avenues of activity open to them; and will be free to choose their own mates, without shame, or indelicacy; when men will not be afraid of marriage because of the financial burden, but free men and free women will marry for love, and together work for the sustenance of their families. It is not too ideal a thought. It is coming, and the new movement among women who are crying out for a larger humanity is going to bring it out. [10]

Discussion:

These quotations might be read aloud and discussed, or students might write down their thoughts if time for reflection is needed. Ask students what they think about the quotations and about the person who said them. Do they sound familiar? Are they relevant to Canadians in the 1980's? Have they heard anyone say these things before? After some discussion, inform students that these quotations come from a book of Nellie McClung's speeches, originally published in 1915. Do they think that most of them could appear in the newspaper today? Does this information affect in any way their ideas about the Women's Movement? Does it change their ideas about the suffragists? Why is it that women have been saying these things for such a long time and conditions still exist?

Suitable for Grade 6

Purpose:

To understand racism and how it has affected different minority groups in Canada and in other countries.

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[8] Ibid., p. 75.

[9] Ibid., p. 76.

[10] Ibid., p. 85.

Project:

Have students do a research project on one of the following topics. Have them give an oral presentation to the class to open up discussion of racism.

1. The Beothuks of Newfoundland
2. The expulsion of the Acadians
3. The treatment of the Japanese during War II
4. Nazism
5. African apartheid
6. U.S. slavery

Have the students discuss incidents of racism they have seen or experienced on the playground or in the community. Point out that words like "Paky" are racist and that students should not use terms that slander other groups. Invite a speaker from the Human Rights Commission to speak with your class about racism in Manitoba today.

Suitable for Grades 5-7

Purpose:

To promote tolerance and acceptance of people from various cultures.

Project:

Ask students to research a report of the cultural traditions of two or more groups including such things as:

1. methods of food preparation and preservation
2. celebrations
3. technology
4. body adornment
5. names
6. myths, legends, storytelling
7. recreation--toys, games
8. art, music, dance, drama

Suitable for Grades 4-6

Purpose:

To help students understand that stereotyping can result in prejudice and lead to discrimination against an individual or group.

Discussion:

A stereotype and a prejudice have this much in common: they both represent attitudes based upon preconceived notions or generalizations about something, someone or some group. That is, they are pre-judgements made without a fair trial or critical examination of the matter in question.

Project 1:

Ask students to list their likes and dislikes as well as their reasons for them. Ask them to identify justifiable attitudes and prejudices (e.g., a dislike of broccoli without ever trying it). Point out that some prejudices are harmless, but others can be harmful.

Project 2:

Ask students to identify a stereotype that is prevalent in their schools. Determine whether it is intended to cause harm and whether anyone benefits from its use.

Project 3:

Because prejudice so often stems from ignorance, from a lack of understanding of what it is like to be another kind of person, try this experiment to help the class imagine what it is like to be blind.

Put on a short film but leave the projector lamp off so that children can hear only the sound track. Discuss what they imagine to be happening on the screen. Then show the film with both sound and picture. Have them describe what it is like to be blind and what other kinds of sensations or impressions become important when sight is lost.

Alternate Reading:

1. Blume, Iggie's House.
2. Frank, The Diary of Anne Frank.
3. Freeman, Cedric and the North End Kids.
4. Repo, Marco and Michela; What's a Friend?
5. French, My Name Is Masak.
6. Little, Jr., Listen to the Singing.
7. Petry, Harriet Tubman.
8. Takashima, A Child in a Prison Camp.

*Teacher reference: McDiarmid, and Pratt, Teaching Prejudice.

CommCept Publishers, Look Again: The Process of Prejudice and Discrimination.

La Roque, Defeathering the Indian.

Suitable for Grades 4-6

Purpose:

To teach students the difficulties faced by new immigrants and the contributions of minority groups to Canada.

Project:

1. Invite parents, students, or other people who have grown up in countries outside of Canada to speak to the class about life in their original country and about immigration to Canada. A senior citizen centre might be a valuable resource for this discussion.

2. Arrange an exchange between a class with many new immigrants and your class. Correspond with a class in another country.

3. Find stores with food or wares from other cultures and visit them. Compare and contrast the types of food and housewares which are sold.

4. Have students do a family tree and research contributions to Canada by their own ethnic group. Point out that with the exception of native people, all students come from immigrant backgrounds. Be sensitive to students who have difficulties with this project or who are from single-parent families.

Suitable for Grades 4-6

Purpose:

To understand the role of average people in pressuring governments to address problems and develop programs to meet human needs. This can be used to counteract the textbook impression that change is only brought about by enlightened leaders.

Project 1:

Ask students to research the suffrage movement in Manitoba. Point out that it took twenty-five years of active struggle by women before the government relented and granted women voting privileges.

Project 2:

Discuss a recent change that has taken place in your school, community or city and how this change was initiated and accomplished. Examples include change in traffic flow (i.e., the erection of stop signs, or the Wolseley barricade), changes in family law, day care, and lunch and after school programs, marketing boards, busing of students, and stopping school closings. Invite members of a citizen's group to speak to your class and describe their work.

Project 3:

Discuss methods people have used to force social change. Examples include petitions, briefs, demonstrations, letters to the editor or politicians, strikes, public meetings, wars, revolutions. Have the students survey the community and discuss the problems they see (i.e., lack of parks, condemned housing, too few recreational facilities, litter, pollution). Make an appointment with a local politician to discuss the issues and visit a constituency office.

1. Allinson and Lawrence, Let's Take a Vote.
2. Franchere, Cezar Chavez.
3. Greenfield, Rosa Park.
4. Grey Owl, The Book of Grey Owl.
5. Gripe, Maria, Julia's House.
6. Hochschild, A., Colleen, The Question Girl.
7. Jordon, Fanny Lou Hamer.
8. McClung, N., The Stream Runs Fast.

Alternate Reading:

1. Allinson and O'Kelly, Trips.
2. Allinson and O'Kelly, Wallpaper.
3. Freeman, Cedric and The North End Kids.
4. Repo, Marco and Michela.
5. Repo, What's a Friend?
6. Little, From Anna.
7. Smucker, Underground to Canada.
8. Women's Education Press, Children Speak for Themselves.

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Franchere. Cezar Chavez.

Frank. Diary of Anne Frank.

Freeman. Cedric and the North End Kids.

Freeman. The Last Voyage of the Scotian.

Freeman. The Shantymen of Cache Lake.

Gates. Blue Willow.

Greenfield. Rosa Parks.

Jordan. Fannie Lou Hamer.

Lampman. The Potlatch Family.

Little. From Anna.

McClung. The Stream Runs Fast.

McKowan. Rakota and the Drongo Bird.

Osborne. R. B. Russell and the Labour Movement.

Pasternak and Sutterfield. Stone Soup.

Petry. Harriet Tubman.

Repo. Marco and Michela.

Repo. What's a Friend?

Sealey. Stories of the Metis.

Seonida and Dickson. About Nellie and Me.

Smucker. Underground to Canada.

Takashima. Child in a Prison Camp.

Van Dyke. Like the Leaves.

CHECKLISTS FOR SOCIAL STUDIES AND HISTORY MATERIALS*

Potentially, the materials available for social studies are even more damaging than those for reading programs. Because social studies professes to be the study of the world and how it works, omissions and fallacies in textbooks can greatly distort a child's "picture" of the world. The fact that this picture is taught in a classroom gives it a legitimacy and authority that often makes it difficult for a child to accept his or her own perceptions of reality. For this reason, it is important to carefully review all social studies materials in terms of their realism and the accuracy and completeness of their picture of the world.

Social Studies Materials

Examine the books you are using and list the following, for both text and illustrations:

- The number of jobs men are shown in.
- The kinds of jobs men are shown in.
- The number of jobs women are shown in.
- The kinds of jobs women are shown in.
- The number of working mothers.
- The number of fathers raising and/or spending time with children.

History Materials

Under each category listed below, count the number of males and females mentioned by name.

	Males	Females
- government workers	_____	_____
- settlers	_____	_____
- pioneers	_____	_____
- revolutionaries	_____	_____
- scientists	_____	_____
- leaders of political movements	_____	_____
- explorers	_____	_____
Total number of people listed by name	_____	_____

*From Phyllis Alroy, et al., Women on Words and Images (Princeton, N.J.: Women on Words and Images Society), 1975.

Questions

Sex:

- Do you think this ratio is an adequate representation of the actual male-to-female ratio?
- Can you think of women in these categories who were not mentioned in the book or unit?
- Can you think of any categories that might include more women than men? What other than traditional categories would they be? Why do you think they are not included in history books?

Race:

- Are people from a variety of cultures represented?
- Are ethnic contributions recognized?
- Are races or ethnic groups stereotyped as unintelligent, primitive, quaint, savage, dominant, superior?

Class:

- Does the material present an accurate picture of working-class as well as upper-class individuals?
- Does the text gloss over poverty, slavery, economic domination of one group by another?

Evaluation Report on Bias in Textbooks

Regarding THE AGED*

No definite age limit is associated with "the aged," but the term implies having lived long, being retired, pensioned, or being too old to find employment.

Does this textbook:	Place Checkmark		
	Yes	No	Not Applicable
(1) Directly, or by implication, portray the aged as being a social problem and a burden on society, rather than as valuable contributors to our society?			
(2) Compare or link the aged to welfare recipients or to other such terms which imply negative value judgements about the aged? (such as being inactive, or always ill).			
(3) Neglect to mention, in obvious places, the opinions and views of the aged?			
(4) Imply or state unfair and degrading limitations or condescensions of the aged?			
(5) Include illustrations and photographs which give unequal and segregational status to the aged?			
(6) Include inadequate reference to participation by the aged in historical events and to the impact of these events upon them?			
(7) Provide inadequate recognition of present and past achievements and contributions of the aged? (often in positions of leadership and centrality)			
(8) Give non-comprehensive and inaccurate representation to the aged in all fields of life and culture?			
(9) Involve prejudice and discrimination against the aged in any other way?			

Note: Whenever your answer is "yes," quote the biased section of the textbook on the back of this page and indicate the number of the page quoted from.

*Babin, Patrick, and Koop, Robert. Bias in Textbooks Regarding the Aged, Labour Unionists and Political Minorities, Ontario Ministry of Education, 1975.

Evaluation Report on Bias in Textbooks

Regarding LABOUR UNIONISTS*

The term "labour unionist" refers to any member or advocate of a trade union.

Does this textbook:

	Place Checkmark		
	Yes	No	Not Applicable
(1) Neglect to give credit to labour unions for material and social benefit? (such as minimum wages, better working conditions, pensions, paid holidays)			
(2) Blame unionists, by open mention or implication, for "a faltering economy," "trouble in industry," "higher prices," "slow growth," "retarding technological advances," "promoting inefficiency," or similar statements?			
(3) Make unfavourable mention, open or implied criticism of union dues, strikes, closed shop, picket line, union bosses, seniority provisions, or other such terms?			
(4) Make any statements which are contrary to the acknowledged rights of union members as laid down in labour legislation? (such as the right to organize and the right to engage in legal work stoppages)			
(5) Omit altogether or not give fair representation to the history and nature of the labour movement, when in your opinion the nature and content of the text warrants their inclusion?			
(6) Include pictures, drawings, graphs, or statistics which portray labour unions in an inaccurate, derogatory light?			

*Babin, Patrick, and Knoop, Robert. Bias in Textbooks Regarding the Aged, Labour Unionists and Political Minorities. Ontario Ministry of Education, 1975.

	Place Checkmark		
	Yes	No	Not Applicable
(7) Describe labour unions with unfavorable connotation, while management is described favorably, being credited with all positive developments? (for instance, describe labour unions as interfering with management's right to manage)			
(8) Emphasize the struggle between national and international unions rather than the struggle of labour in its attempt to influence management?			
(9) Contain any other outright or implied bias, prejudice or discrimination against labour unionists, not mentioned in 1-8?			

Note: Whenever your answer is "yes," quote the biased section of the textbook on the back of this page and indicate the number of the page quoted from.

Evaluation Report on Bias in Textbooks

Regarding POLITICAL MINORITIES*

A "political minority" can be any small group in Canada organized for political activity which may include any of the following groups: language, religion, ethnic, political, racial.

Does this textbook:	Place Checkmark Yes	No	Not Applicable
(1) Give undue stress to a party in power without providing adequate recognition of minority parties?			
(2) Mention quotes, actions and achievements of leaders of majority groups only?			
(3) Advance the melting pot theory, whereby political minorities are expected to "melt" into the ways of the majority?			
(4) Give a shallow treatment of contributions of political minorities to Canada's growth and development?			
(5) Include drawings or pictures ridiculing political minorities?			
(6) Neglect to describe forces that have prevented some parties from reaching full potential or from becoming popular?			
(7) Use words which may imply negative value judgements about political minorities?			
(8) Assign stereotyped roles to political minorities?			
(9) Express bias against political minorities in any other way?			

Note: Whenever your answer is "yes," quote the biased section of the textbook on the back of this page and indicate the number of the page quoted from.

*Babin, Patrick, and Knoop, Robert. Bias in Textbooks Regarding the Aged, Labour Unionists and Political Minorities. Ontario Ministry of Education, 1975.

HEALTH EDUCATION

The goal of health education is to develop individuals who exhibit characteristics of physical, emotional and social well-being. To prevent future health problems, the new curriculum stresses individual responsibility for health-associated decisions. A firm base of factual knowledge and positive attitudes is important, therefore, in helping students to make their personal choices.

Physical Development

1. Nutrition

   In Canada today, many families spend a large percentage of their budgets on food but may not be receiving good nutritional value for their money. To counteract the effects of mass media advertising of convenient but expensive "junk foods," students must be educated to plan diets which are both economical and nutritious. Nutrition programs should be reinforced by the refusal to sell non-nutritional foods at school and by the institution of school breakfast and/or lunch programs where they are required.

2. Physical Fitness

   Good health also means being physically fit. Many students can anticipate having more leisure time than people of previous generations. The schools can play a significant role in helping children to develop habits of fitness and healthy recreation which will persist throughout their adult lives. However, it is recognized that the expectations of teachers and parents may limit the optimum physical development of children. For example, the belief that it isn't "ladylike" for females to be athletic sometimes discourages girls from active sports, and the attitude that boys should excel puts pressure on males who may not have the ability to be "super athletes."

DID YOU KNOW THAT:

- the performance of males exceeds that of females on fitness test items in all age categories. However, up to sixteen years of age females exceed males in flexibility.

- as students mature the discrepancy in the performance of males and females in all fitness test items increases considerably during the middle years. 1 In tests of flexibility, the males' scores eventually surpass those of the females.

- Although the average scores of males and females, particularly during the teens, reveal a large discrepancy in performance, those of males and females who excel in physical fitness tests do not. 2

- 20% more males than females are involved in interscholastic athletic competition. 3

- females from 13-18 years old are significantly overweight in comparison to males of the same age. According to the data, there are three overweight females for every overweight male by the end of Grade 12. 4

Emotional Development

During Grades 4, 5, and 6, attention should be given to the physical and emotional changes which are experienced during puberty. Personal relationships, communication patterns, and developing sexual interests should be dealt with in an open, sensitive way. Students should be able to discuss issues related to the opposite sex without discomfort and silliness. Coeducational health classes early in the school years should establish an open and trusting learning environment.

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[1] The Manitoba Schools Physical Fitness Survey 1976-1977 (Winnipeg: Manitoba Department of Education, 1978).

[2] Manitoba Physical Fitness Performance Test Manual and Fitness Objectives, 5-18 Years of Age (Winnipeg: Manitoba Department of Education, 1977).

[3] Manitoba High School Athletic Association Survey 1978 (Winnipeg: Manitoba Department of Education, 1978).

[4] Manitoba Schools Fitness Survey 1976-1977.

Human Relations

An effective health program must consider the needs of students and the community of which they are a part. It can best be developed by consultation with parents, students, and local community health agencies and workers to meet local needs and combat local problems.

A community-planned family life education program can begin in kindergarten and continue through Grade 12. Family life education is particularly important for females who are directly affected by pregnancy, childbirth and childcare. All health classes, whether coeducational or not, should impart to male students that their responsibility for conception and childcare is equal to that of females.

The health program should also make students aware of agencies and organizations which can assist them and their families. The students should be knowledgeable about traditional agencies such as Children's Aid, as well as more recent ones such as Osborne House for battered women and children, the Rape Crisis Centre, Alateen for children of alcoholics, Big Brothers and Big Sisters.

PHYSICAL EDUCATION

Although the material available for physical education shows no evidence of sex, race or class bias, the data on performance indicates that subtle and pervasive sexism is hampering the ability and performance of girls.

Tests of students indicate that boys and girls show the greatest similarity in athletic performance in the earliest years. Each succeeding year shows that boys' performance becomes increasingly better than girls'. The discrepancy between the sexes becomes wider during the middle years and by completion of Grade 12, boys are much more fit than girls. This need not occur. In fact, among boys and girls who excel at physical activities, there is very little difference in performance.

The development of fitness requires an affirmative action program to counteract the tradition and mythology which discourages athletic girls. By the middle years girls may have begun to lack motivation or to believe that femininity is inconsistent with excellence in sport. They may believe that females have less inherent ability than males or that some activities should be avoided because they will produce muscles or injury. It is important to combat this myth.

It is essential that any activity offered at the elementary level be available to both sexes. If, as sometimes happens, girls do not "try out" for school teams, strategies should be developed to change that. Boys at the elementary level may not show the same inclination to read as girls, but few teachers would accept that as inevitable or blame it on masculinity. Participation in physical education is as important for females as the development of reading skills is for males.

Girls, by Grade 6, are usually taller and heavier than boys, and most research suggests that they should also be more physically capable than boys. However, girls have often been barred from league play like hockey and therefore have not had the opportunity to develop the same skills as the boys. Teachers should not perpetuate this imbalance but attempt to rectify these inequities in development.

There is considerable evidence of elitism in the physical education program, but this does not appear to be linked to race, class or sex. It manifests itself in the extra attention and opportunity given to those who excel. The physical education program should be geared to all students with some extra encouragement given to those who have problems rather than to those who excel.

Funding may be provided to schools in a lump sum to cover classroom, intramural and competitive activities. When funding is inadequate to cover all costs, priority should be given to classroom activities which are available to all students. Schools should be careful to avoid thinking of after school activities as part of the curriculum. Competition or intramural activities scheduled after regular school hours may exclude many students who have paper routes or baby-sitting jobs which they must do for economic reasons.

Some areas have a high concentration of immigrant students and should offer programs which include sports from other cultures. Field hockey in Canada, as an example, is primarily offered to girls, but this is not so in many cultures.

Some Recommendations for Your School to Consider

1. All physical education classes should be co-educational and should be offered daily by teachers knowledgeable about physical education methods and strategy.

2. All students on competitive teams should play equal amounts of time, thus encouraging the development of the largest number of students.

3. All activities offered for one sex should be available to both sexes, and competitive teams should contain equal numbers of boys and girls.

4. A positive image of girls and women in physical education, sports competition, and coaching should be developed using posters, films and press releases.

Resources:

1. Hurdling the Barriers. Manitoba Department of Education publication. This examines the myths about girls in physical education and contains proposals for affirmative action.

2. Your Move. An excellent film about women in sports and recreation. Available from the Manitoba Department of Education, School Film Services.

3. Sport: Women in Canadian Life. Cochrance, Hoffman and Kincaid. Toronto: Fitzhenry and Whiteside, 1977.

4. Abby Hoffman. McFadden. Don Mills: Fitzhenry and Whiteside, 1978.

MATHEMATICS AND SCIENCE

In mathematics and science, some bias is evident in the materials used but, more pervasively, in the expectations of society towards males and females. Men have dominated the mathematics, natural science and engineering fields for some time. Does this mean boys have greater natural aptitudes in these areas?

> The immorality of these sex differences lies precisely in the fact that they are the result of many subtle (and not so subtle) forces, restrictions, attitudes and other cultural and psychological constraints. We must work towards a society generally and an academic program specifically which ensures that freedom of opportunity to become whatever that individual is capable of becoming is not compromised by such a chance event as the child's sex at birth.[1]

If we continue to expect boys to do better than girls in these fields, if we define science as the product of masculine minds, and if we encourage our sons' and discourage our daughters' interests in science and math, our expectations will be fulfilled.

The science guide showed no evidence of bias with the exception of semantic stereotyping.

Analysis of Mathematics Texts

PUBLISHER: D. C. Health Canada Limited TEXT: Elementary Mathematics

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

This series has an equal number of illustrations of males and females. There are people of different races shown and a few of the names are non-Anglo-Saxon. However, the peoples' clothes are completely stereotyped: males appear in slacks and girls in skirts or dresses. Almost all the people who are depicted as active are males. Almost all teachers are women.

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[1] John Ernest, Mathematics and Sex (Santa Barbara: University of California Press, 1976), p. 21.

PUBLISHER: Addison-Wesley (Canada) Limited TEXT: Investigating School Mathematics

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

This series has more illustrations of males than females. The girls all take a passive role while the boys are shown in more active roles. All athletes are males, and men fill almost all occupations. All names are Anglo-Saxon in spite of the fact that the illustrations suggest a variety of ethnic backgrounds.

PUBLISHER: Holt, Rinehart, Winston of Canada Limited TEXT: Project Mathematics: SI Metric

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

This series seems to have little bias related to sex, race or class. The illustrations show about an equal number of boys and girls and a variety of races. The children's activities seem not to be based on sex, but all the business people depicted, such as farmers and storekeepers, are men.

Analysis of Science Texts

PUBLISHER: Harcourt, Brace and World TEXT: Concepts in Science

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

In these books, males play a more active role than females. Men are presented more often in a variety of occupational roles; women are virtually absent. Girls are dressed in skirts and dresses. In Book 5 all children appear to be white and Anglo-Saxon. Book 6 has a better representation of children from minority groups.

PUBLISHER: Charles E. Merrill Publishing Company

TEXT: Discovering Science

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

This series often shows both girls and boys of various ethnic groups actively participating in experiments. However, there appear to be more pictures of active men and boys than active women and girls, especially in Books 5 and 6. The girls are always presented in skirts and dresses; adults guiding students are male; and adult women are only portrayed in homemaking settings, so there is some evidence of sexist bias. Class bias is not apparent here.

PUBLISHER: Houghton Mifflin Company

TEXT: Modular Activities Program in Science (MAPS)

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

Children of both sexes representing various ethnic groups are to be found in these three texts and their corresponding activity and record books. Adult role models, however, are stereotyped (men appear as police officers, truck drivers and atheletes; women as nurses, teachers and cooks), and there are nearly three times as many men shown as women. On the positive side, men are shown caring for children. No race, sex or class bias is indicated either by the dress or the activities of the children.

PUBLISHER: Houghton Mifflin Company

TEXT: Science

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

A greater effort has been made in this series to present a cross section of the population: people of different races, sexes and ages are shown involved in various activities. Both men and women are depicted in a number of non-stereotyped roles such as men as cooks in the home and women as labourers, forest rangers and geologists. There is no race, sex or class bias shown in the dress or activities of the children.

PUBLISHER: Addison-Wesley Publishing Company Inc.

TEXT: Stem Science

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

Racial bias has been eliminated in this series but sexual bias has not. In fact, no attempt has been made to combat sexist images of males and females. Role models, for instance, conform to the stereotypes. Male roles include that of labourer, doctor, astronaut, police officer, athlete; female roles, that of nurse, store clerk, cheerleader. Not only are male roles more numerous than those for females, but they are more varied. Boys predominate in the illustrations and are shown to be far more active than girls. Sexist terminology is prevalent throughout.

PUBLISHER: Holt, Rinehart and Winston of Canada Limited

SERIES: Examining Your Environment

GRADE LEVEL: 4, 5, 6

GENERAL COMMENTS:

Little evidence of bias can be found in these books. Both girls and boys as well as minority groups are represented in the illustrations, shown actively participating in experiments. Not only is the presentation lively and interesting but the content is realistic and relevant to the lives of children today. This series is highly recommended.

TERMINOLOGY: GUIDELINES FOR ELIMINATING SEXISM[1]

I. Women and men should be treated with equal respect, dignity, and seriousness. Neither should be trivialized or stereotyped in text or in illustrations. Women should not be described by physical attributes when men are being described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or a women's appearance, charm, or intuition should be avoided when irrelevant.

Example	Alternative
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer.

A. In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Examples of practices to be avoided: focusing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects of scorn and treating their issues as humourous or unimportant.

Examples of stereotypes to be avoided: scatterbrained female, fragile flower, goddess on a pedestal, catty gossip, henpecking shrew, apron-wearing mother, frustrated spinster, ladylike, little girl. Jokes at women's expense--such as the woman driver or nagging mother-in-law cliches--are to be avoided.

Example:	Alternative:
the fair sex; the weaker sex	women
the girls or the ladies (when adult females are meant)	the women
girl, as in: I'll have my girl check that	I'll have the secretary (or the assistant) check that. (Or use the person's name).

[1]Adapted from Guidelines for Equal Treatment of the Sexes by McGraw-Hill.

Example:	Alternative:
lady used as a modifier, as in lady lawyer	Lawyer (A woman may be identified simply through the choice of pronouns, as in: The lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female, as in: a course on women writers, or the airline's first female pilot).
female gender word forms, such authoress, poetess, Jewess	author, poet, Jew
female gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put down)	feminist; liberationist
sweet young thing	young woman; girl
Co-ed (as a noun)	student
housewife	homemaker for a person who works at home, or rephrase with a more precise or more inclusive term
career girl or career woman	name the woman's profession: attorney Ellen Smith; Marie Sanchez journalist or editor or business executive or doctor or lawyer or agent
cleaning woman, cleaning lady, or maid	housekeeper; house or office cleaner
Housewives are feeling the pinch of higher prices	Consumers (customers or shoppers) are feeling the pinch of higher prices.

B. In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, or clumsy in household maintenance, or as foolish in self-care.

To be avoided: characterizations that stress men's dependence on women for advice on what to wear and what to eat, their inability to care for themselves in times of illness, or their powerlessness as objects of ridicule or fun (the henpecked husband).

C. Women should be treated as part of the rule, not as the exception. Generic terms such as doctor and nurse should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse" should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee whiz" attitude toward women who perform competently; i.e., "though a woman, she ran the business as well as any man," or, "though a woman, she ran the business efficiently."

D. Women should be spoken of as participants in the action, not as possessions of the men. Terms such as pioneer, farmer, and settler should not be used as though they applied only to adult males.

Example	Alternatives
Pioneers moved West, taking their wives and children with them.	Pioneer families moved west. Pioneer men and women (or pioneer couples) moved West, taking their children with them.

E. Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factural accuracy).

Example	Alternatives
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.

II. In reference to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

A. The word man has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning--a male human being--that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position, alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large), whenever such substitutions can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for man-words:

Example	Alternatives
mankind	humanity, human beings, human race, people
primitive man	early human beings, early people ancient men and women
man's achievements	human achievements
If a man drove 50 miles at 60 m.p.m...	If a person (or driver) drove 50 miles at 60 m.p.h.
the best man for the job	the best person (or candidate) for the job
man made	artificial, synthetic, manufactured, constructed, of human origin
manpower	human power, human energy, human resources, workers, workforce
grow to manhood	grow to adulthood, grow to manhood or womanhood

B. The English language lacks a generic singular pronoun signifying he or she, and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one ...he," "anyone...he," and "each child opens his book." Nevertheless, avoid when possible the pronouns he, him, and his in reference to the hypothetical person or humanity in general.

1. Re-worded alternatives may be considered:

Example	Alternatives
The average Canadian drinks his coffee black.	The average Canadian drinks black coffee.

2. Re-cast into plural.

The average Canadian drinks his coffee black.	Most Canadians drink their coffee black.

3. Replace the masculine pronoun with one, you, he or she, her or his, as appropriate. (Use he or she and it's variations sparingly to avoid clumsy prose).

4. Alternate male and female expressions and examples.

Example	Alternatives
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say, "She's not the right person for the job," or "He lacks the qualifications for success."

5. To avoid severe problems of repetition or inept wording, it may sometimes be best to use the generic he freely but to add, in the preface and as often as necessary in the text, emphatic statements to the effect that the masculine pronouns are being used for succinctness and are intended to refer to both females and males.

C. Occupational terms ending in man should be replaced whenever possible by terms that can include members of either sex unless they refer to a particular person.[2]

Example	Alternatives
business man	business executive, business manager
fireman	firefighter
mailman	mail carrier, letter carrier
salesman	sales representative, salesperson, sales clerk
insurance man	insurance agent
statesman	leader, public servant
chairman	chairperson, the presiding officer, the chair, head, leader, coordinator, moderator
cameraman	camera person, camera operator, camera technician
foreman	supervisor

[2]For further suggestions on alternative non-sexist job titles, refer to Guidelines: Employment Advertising, Manitoba Human Rights Commission.

D. Language that assumes all readers are male should be avoided.

Example	Alternatives
you and your wife when you shave in the morning	you and your spouse when you brush your teeth (or wash up) in the morning.

III. The language used to designate and describe females and males should treat the sexes equally.

A. Parallel language should be used for women and men.

Example	Alternatives
the men and the ladies	the men and the women the ladies and gentlemen the girls and the boys
man and wife	husband and wife

Note that lady and gentleman, wife and husband, and mother and father are role words. Ladies should be used for women only when men are being referred to as gentlemen. Similarly, women should be called wives and mothers only when men are referred to as husbands and fathers. Like a male shopper, a woman in a grocery store should be called a customer, not a housewife.

B. Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital status (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say Prime Minister Gandhi) or is paired with similar reference to men.

1. A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

Example	Alternatives
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mrs. Meir and Dr. Dayan

2. Unnecessary reference to or emphasis on a woman's marital status should be avoided. Whether married or not, a woman may be referred to by the name by which she chooses to be known, whether that be her original name or her married name.

C. Whenever possible, a term should be used that includes both sexes. Unnecessary references to gender should be avoided.

Example	Alternatives
college boys and co-eds	students

D. Insofar as possible, job titles should be non-sexist. The same nomenclature should be used for the same job whether it is held by a male or by a female.[3]

Example	Alternative
steward or purser or stewardess	flight attendant
policeman and policewoman	police officer
maid and houseboy	house or office cleaner

E. Different pronouns should not be linked with certain work or occupations on the assumption that the worker is always (or usually) female or male. Instead either pluralize or use he or she and she and he.

Example	Alternative
the consumer or shopper . . . she	consumers or shoppers . . . they
the secretary . . . she	secretaries . . . they
the breadwinner . . . his earnings	the breadwinner . . . his or her earnings, or breadwinners . . . their earnings

F. Males should not always be first in order of mention. Instead, alternate the order, sometimes using: women and men, gentlemen and ladies, she or he, her or his.

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[3]For non-sexist job titles, see Guidelines: Employment Advertising, Manitoba Human Rights Commission.

STRATEGIES FOR CHANGE[1]

I. WORKING WITH TEACHERS

A. Strategy at the Informal Level

A great deal of informal debate takes place in the staff room during lunch and daily breaks. This is an excellent forum for you to raise the issue of discrimination in education and the broader issues of the women's movement and basic human rights. You may find that those concerns are often extremely controversial as well as emotionally charged. This shouldn't stop you from raising them, but it does make it necessary to keep a cool head during debate. It is not worth devoting time and effort to responding to jokes and put-downs or even entering into lengthy debates on broad philosophical questions such as "male bonding" or "female passivity." On the other hand, you may really help to convince colleagues of the stupidity of sexism, racism, or class bias if you concentrate on specifics such as examples from textbooks, differences in P.E. training and opportunities, sexist language in the daily newspaper, and the attitudes of your students that you discover when doing projects.

One of the reasons that it is important to keep this kind of informal debate going (painful though it may be at times) is to create support for changes at the formal level of rules and regulations at staff or committee meetings.

B. Strategy at the Formal Level

You may find many situations or regulations within your school which you feel are discriminatory and contribute to sexual, racial, or class stereotyping. Examples of this include:

a) Segregated classrooms and/or playgrounds.
b) Division of responsibilities so that only boys operate projectors or only girls do clean-up chores.
c) Racist jokes and allusions.
d) Teachers' assumption that children from higher income families are "brighter" than those from lower income backgrounds.

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[1] Adapted from Non-Sexist Curriculum Materials for Elementary Schools, B. C. Teachers' Federation, 1974.

Although discussions at the informal level are very important, decisions to rectify situations are usually done at the formal level of staff meetings, staff committee meetings or local association meetings. You may wish to initiate a general discussion on discrimination at a staff meeting before proposing specific changes within your school. If your proposals are accepted by the staff and are successfully implemented, you may wish to take a recommendation to the local association for debate and approval as general policy throughout the district.

You may find that parents in your community are also interested in the problems of discrimination in education. If there is a parents' group in your school, discuss your concerns with them. A guest speaker might be brought in to review specific areas of interest and spark interesting discussion.

II. WORKING WITH PARENTS[2]

Parents' concern about bias in the school can often result in positive remedial action. For example, at Grosvenor School in Winnipeg School Division, the parent-teacher school executive agreed that any textbook series chosen for use in Grosvenor School should include information about:

- interesting and adventurous girls and women.
- women in the labour force and men and women in non-traditional roles and jobs.
- modern native people.
- males and females from a wide range of racial, ethnic and social class groups in the surrounding community.
- children from one-parent families.
- people with handicaps.

Similar formal motions could be the basis for discussion and action at your school.

III. WORKING WITH THE COMMUNITY[3]

"What can educators do to challenge and correct the detrimental effects of racial stereotype and role socialization in schools?

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[2]Grosvenor School Association minutes, January, 1979.

[3]Adaptation of B. C. Teachers' Federation publication, "Do Teachers Sell Girls Short?" by Betty Levy.

First, they must realize that schools mirror the elitism, racism, and sexism of our society. Thus, efforts to challenge bias in schools must be perceived as part of a larger and long-range struggle to change the inequalities which schools maintain and perpetuate.

Issues which will benefit all men and women, not merely a privileged few, should have the highest priority. For example, struggles to end streaming are more basic than struggles to get a few more female students in the honors stream, and attempts to open up the school authority and decision-making structure to all those groups affected by it are more basic than attempts to get a few more female principals. Efforts to rid schools of sexist attitudes and practices must be linked with broader efforts if all are to be successful.

Second, since sex role stereotypes are so pervasive, an individual teacher may find it helpful to work with other teachers in consciousness-raising groups and sex role committees to better understand and struggle with the ways we are oppressed by (and oppress our students with) sexist, racist and elitist ideas and behaviours. In addition to collective efforts to change classroom practices, teachers should form school-wide committees to focus on curricular programs and materials; challenge sex-segregated classes and activities; and gather data on hiring and promotion practices, salaries, and so on."

ANNOTATED BIBLIOGRAPHY

Aiken, Jane. Nightbirds of Nantucket. London: Jonathan Cape, 1966.

An engaging and eventful adventure story about two clever girls and their efforts to protect King James. Grade 6.

Aldis, Dorothy. Nothing Is Impossible: The Story of Beatrix Potter. New York: Atheneum, 1969.

The delightful biography of Beatrix Potter: her solitary life, and her love of animals. Grades 5-6.

Allinson and Lawrence. The Women at Work Series. Toronto: D. C. Heath, 1975-76.

Books on women in a variety of occupations including carpentry, dentistry, communications, veterinary medicine, school administration. Grade 4.

Allinson and O'Kelly. Click. Agincourt, Ont.: Methuen, 1977.

Rebecca and Gary go to the zoo so Rebecca can teach Gary how to use a camera. Both get "professional assignments" from Selwyn and Sharon to take pictures of them in the Carribean Carnival parade. Their job turns into a great adventure, full of imagination. Grades 4-6.

----------. Trips. Agincourt, Ont.: Methuen, 1977.

By August Sharon, Rebecca and Gary are a little bored with their summer. They enjoy some daydreaming. Lucky Selwyn is on vacation in Vancouver. Selwyn makes a new friend, tours Chinatown and visits the wharf. An excellent multi-racial and multi-ethnic story with beautiful colour photographs throughout. Grades 4-6.

----------. Wallpaper. Agincourt, Ont.: Methuen, 1977.

A Chinese newspaper of Gary's sparks an investigation into newspapers in many languages. Sharon, Selwyn, Gary and Rebecca begin one, do the reporting, write the copy, roll the press, and hang the paper. The story is set in a multi-ethnic working class district. The book is full of black and white photographs. Excellent. Grades 4-6.

Bales, Carol Ann. Kevin Cloud: Chippewa Boy in the City. Chicago: Reilly and Lee Books, 1972.

Kevin Cloud, a ten-year-old American Indian, describes his life in a section of urban Chicago. Grades 3-4.

Barnouw, Victor. Dream of the Blue Herron. New York: Dell, 1966.

An excellent story of a young Indian boy who is caught between the modern life of his father and residential school, and his grandparents and their traditional lifestyle. Grade 6.

Baum, L. Frank. The Wizard of Oz. New York: Scholastic Book Services, 1967.

The "Oz" series is a delight to children old and young alike. Dorothy, the major character, is adventurous and good humoured and usually surrounded by a very unusual assortment of characters. Grades 4-6.

Benham, Lois, and Leslie Benham. The Heroine of Long Point. Toronto: Macmillan of Canada, 1963.

An adventure story about a ship's crew and the crisis they face on Canada's Great Lakes. It is the courage of a woman which saves the crew from certain death. Grades 4-6.

Blades, Ann. Boy from Tache. Montreal: Tundra Books, 1973.

Charlie, who lives in northern B. C., goes trapping with his grandparents. When his grandfather becomes ill, Charlie must paddle alone to the nearest community for help. Excellent portrayal of a phase of northern life. Fine water colour illustrations. Grades 2-4.

Bleeks, Sheila. The Gift of the Frost Fairy. Winnipeg: Queenston House, 1977.

A fairy gives her life to make a sick child well. Beautifully written and illustrated. Grades 2-4.

Blume, Judy. Are You There God? It's Me, Margaret. New York: Dell, 1974.

A story of Margaret, a girl going on twelve. She has a lot of questions on religion and growing up. God seems to be the only person she can talk to. Grades 5-6.

----------. Blubber. Scarsdale, New York: Bradbury Press, 1974.

Jill, used to being in the popular group at school, finds out how miserable it is being on the other side. This is a book on the changing relationships in Grade 5. Grades 4-6.

----------. Iggie's House. Scarsdale, New York: Bradbury Press, 1970.

This book deals with the confusion and frustration of Winnie when she confronts racial prejudice against new neighbours she has befriended. Most upsetting of all is the reaction of Winnie's own parents. Grades 4-6.

----------. It's Not the End of the World. Scarsdale, New York: Bradbury Press, 1972.

The story of a divorce and its effects on three children. Grades 5-6.

----------. Tales of a Fourth Grade Nothing. New York: Dell, 1972.

On top of all the day-to-day problems of a fourth grader, Peter has extra trouble with his little brother, Fudge, who swallows Peter's pet turtle. Grades 4-6.

----------. Then Again Maybe I Won't. New York: Dell, 1973.

Tony Miglione and his family become rich and move to a new house in a new neighbourhood. Tony encounters many problems with the move, his shop-lifting friend, growing up, and the change his family is going through. Grades 5-6.

Campbell, Maria. Little Badger and the Fire Spirit. Toronto: McClelland and Stewart, 1977.

A warm story of an Indian girl's visit to her grandparents. Her grandfather tells her the story of how people got fire. Grades 4-6.

----------. People of the Plains. Vancouver: J. J. Douglas, 1976.

A well-illustrated book describing the lifestyle, material culture and ceremonies of the Plains Indians. Grades 4-6.

Carr, Emily. The Book of Small. Toronto: Clarke, Irwin, 1942.

The autobiography of Emily Carr's younger years.

----------. The House of All Sorts. Toronto: Clarke, Irwin, 1967.

This book records Emily Carr's trials as a landlady during the years when she was plagued by cranky boarders and a lack of money. Grades 5-6.

----------. Klee Wyck. Toronto: Clarke, Irwin, 1941.

A very interesting biography about Emily Carr's years of painting Indian totem poles and villages. The book is patronizing toward Indians, but can, and should, be read with an understanding of its historical context. Grades 5-6.

Child Study Association of America. Families Are Like That. New York: Thomas Y. Crowell, n.d.

A series of short stories which includes selections on adoption, divorce, shift work, foster children, and orphans. An excellent resource for teachers. Grades 4-6.

Cleaver, Vera, and Bill Cleaver. Where the Lilies Bloom. New York: J. B. Lippincott, 1969.

A very memorable story of a young girl's struggle to keep her family together. The book would be supportive to children from low income families and eye-opening to those from higher income families. Grades 5-6.

Cochrane, Jean, Abby Hoffman, and Pat Kincaid. Sports: Women in Canadian Life. Toronto: Fitzhenry and Whiteside, 1977.

An examination of women in sports in Canada. Grade 6.

Cook, Lyn. The Little Music Fiddler. Toronto: Macmillan of Canada, 1965.

The story of a Ukrainian Winnipeg girl who grows up to be a famous violinist. Grades 4-6.

Come With Us: Children Speak for Themselves. Toronto: Canadian Women's Educational Press, 1978.

Stories and drawings by children who are new immigrants to Canada. Six selections are left in the original language. Chapters: 1. "Why We Came and Where We Came From" 2. "Streets and Schools" 3. "Work" 4. "Racism" 5. "We See Ourselves." Excellent.

Corrective Collective. Never Done: Three Centuries of Women's Work in Canada. Toronto: Canadian Women's Educational Press, 1974.

This book about the everyday lives of pioneer women is written in a very readable fashion. Grades 5-6.

Cutler, Ebbitt. I Once Knew an Indian Woman. Montreal: Tundra Books, 1974.

A story of an Indian woman whose act of decency asserts the dignity of human life in an apathetic community. Advanced Grade 6.

Dalgliesh, Alice. Courage of Sarah Noble. New York: Charles Scribner's Sons, 1954.

Based on the true story of an eight-year-old who accompanied her father into the wilderness in 1707, this selection shows the invaluable assistance that Indians provided to European settlers. Grades 4-5.

De Leeuw, Adele. Marie Curie: Woman of Genius. Champaign, Illinois: Garrard, 1970.

An interesting story about a woman scientist. Grades 4-5.

----------. Maria Tallchief. New York: Dell, 1975.

Maria Tallchief is the biography of a famous ballet dancer of North American Indian descent. Grades 4-6.

Deveaux, Alexis. Na-ni. Toronto: Fitzhenry and Whiteside, 1973.

The story of a child whose family received welfare assistance and who wants to have her own bike. Grade 4.

Evans, Richard. Socialism. London: Hamish Hamilton, 1977.

A book which deals with the various aspects of socialism: definitions, history, trade unionism, social democracy, revolutionary socialism, communism. It is illustrated with numerous reproductions of drawings and photographs. Advanced Grade 6.

Faber, Doris. Oh, Lizzie: The Life of Elizabeth Cady Stanton. New York: Lothrop, Lee and Shepard, 1972.

A biography of Elizabeth Cady Stanton, one of the women who worked for women's rights and suffrage until she died. It was not until almost 18 years after her death that the women won the right to vote in the United States. Grade 6.

Fall, Thomas. Jim Thorpe. New York: Thomas Y. Crowell, 1970.

The story of Jim Thorpe's boyhood and triumphant athletic career. Grade 4.

Faulknor, Cliff. The White Peril. Toronto: Little, Brown & Co., 1966.

A portrayal of the Indians' last days of dominion over the plains. The story of Eagle Child, a young Blackfoot, tells of the devastating effect of white diseases and the decimation of the buffalo. Grades 5-6.

Fine, Ester Sokolov. The Mushrooming House. Toronto: Kids Can Press, 1973.

A story about a tiny girl, Mush Lois, who lives with her large family in mushrooms. Lois meets Margaret Middlesize and learns how limited her life has been.

----------. The Double Mirror. Toronto: Kids Can Press, 1973.

"A family means those people whom you share your life with, whoever they may be." This book focuses on a strange extended family. Grades 4-5.

Fitzhugh, Louise. Harriet the Spy. New York: Dell, 1975.

Harriet keeps notes on all she knows and sees. Trouble comes when her friends and classmates read her notebook and retaliate. Grades 5-6.

----------. The Long Street. New York: Harper and Row, 1965.

Harriet the spy is back. With Beth Ellen, whose life is set into turmoil when her mother and her husband come to see Beth Ellen. These parents come from a different life which is not too appealing to Beth Ellen. Will it have to be her life? Grades 5-6.

Franchere, Ruth. Cesar Chavez. New York: Thomas Y. Crowell, 1973.

The story of Chavez's life and struggle to get decent wages and working conditions for migrant workers from Mexico. Grades 4-6.

Frank, Anne. Anne Frank: Diary of a Young Girl. Garden City, New York: Doubleday, 1967.

The autobiography of Anne Frank, a Jewish girl, and her family as they hide from the Nazis in Germany during World War II. Grade 6.

Freeman, Bill. Cedric and the North End Kids. Toronto: James Lorimer, 1978.

For Cedric, it's a big and often bewildering change to move from Jamacia to industrial Hamilton, Ontario. As he gradually becomes one of the North End kids, his adventures involve a fierce bicycle race, an all-day hockey game, an Anansi folk tale, and a diplomatic mission after the attempted theft of a toy Mountie. Grades 4-5.

----------. The Last Voyage of the Scotian. Toronto: James Lorimer, 1976.

A sequel to Shantymen of Cache Lake, this book gives a realistic picture of wooden sailing ships and sailing conditions. Meg and John Bains are shanghaied and forced to sail first to Jamacia, then to Liverpool, and back to Halifax. Included is a description of the deplorable conditions which some immigrants had to endure to reach North America in the late 1800's. Grades 5-6.

----------. First Spring on the Grand Banks. Toronto: James Lorimer, 1978.

Meg and John Bains continue their adventures, this time fishing on the Grand Banks of Newfoundland in the 1870's. The story explains fishing methods as well as the merchants' exploitation of the fishers. Grades 5-6.

----------. Shantymen of Cache Lake. Toronto: James Lorimer, 1976.

A story about thirteen-year-old Meg and her fourteen-year-old brother, John, who go to work in the same lumber camp where their father was killed. This book vividly pictures nineteenth century life in lumber camps and the fight for proper living conditions and justice. Highly recommended. Grades 5-6.

French, Alice. My Name Is Masak. Winnipeg: Peguis Publishers, 1977.

An autobiography of Masak, an Inuit girl who lived in the Northwest Territories. One of the few stories written about Inuit life in the twentieth century. Grades 5-6.

Garland, Sarah. Rose and Her Bath. London: Faber and Faber, 1970.

A fantasy about Rose and her flying bathtub who save animals and plants from dying of thirst. It is Rose's great idea and courage that solves the problem. Grade 4.

Gates, Doris. Blue Willow. Toronto: Macmillan Company, 1940.

The story of a girl from a migrant working family and her Mexican friend, Liyse. Janey's one prized possession is a blue willow plate which she decides to give away to pay the rent. Grades 5-6.

George, Jean Craighead. Julie of the Wolves. New York: Harper and Row, 1972.

Miyax, a young Inuit woman, runs away from an intolerable family situation to join her pen pal in San Francisco who calls her Julie. Later, when Miyak gets lost on the Novik Slope of Alaska, she is slowly accepted by a pack of Arctic wolves. Grades 5-6.

Gaff, Beth. Where Is Daddy: The Story of a Divorce. Boston: Beacon Press, 1969.

An attempt to explain divorce from a child's point of view. Grade 4.

Goodwill, Jean, ed. Speaking Together: Canada's Native Women. Ottawa: Secretary of State, 1975.

Short biographical sketches of native women who collectively express the concerns, thoughts and aspirations for future generations of Native Canadians. Grade 6.

Gould, Lois. A Fabulous Child's Story. (Reprint available through the Department of Education).

The story of X who would not admit what sex he/she was and the trouble this caused. A good consciousness-raiser. Grades 4-5.

Graves, Charles. Nellie Bly: Reporter for the World. Champaign, Ill.: Garrard, 1971.

The story of Nellie Bly, one of the first women reporters who publicized the plight of people who had no other advocates. Grades 4-5.

Greene, Constance C. Beat the Turtle Drum. New York: Viking Press, 1976.

Kate and her young sister Jan are having a beautiful summer until tragedy strikes. A story of how family and friends of Jan cope with her sudden death. Grades 5-6.

Greenfield, Eloise. Rosa Parks. New York: Thomas Y. Crowell, 1973.

The biography of a black woman in Montgomery, Alabama, and her crusade against the bus company which insisted that black people did not have equal rights. Grades 4-6.

Gripe, Maria. Julia's House. New York: Dell, 1977.

Julia, an introspective young girl, lives with her mother who works nightshift. Her "night daddy" is Peter, a sensitive young man who looks after her evenings and always takes her seriously. Together, she and Peter campaign to preserve the old house Julia lives in from the demolition crew. The characterization of Peter as gentle and caring and Julie as thoughtful and independent helps to counteract the sex stereotypes that prevail in many children's books. Grades 4-6.

----------. The Night Daddy. New York: Dell, 1973.

Julia's mother works a night shift so she advertises for a companion for her daughter. When a kind and sensitive young man with a pet owl answers the ad, a special friendship starts between him and Julia. Great story. Grades 4-6.

----------. Pappa Pellerin's Daughter. London: Chatto and Windus, 1966.

The story of a young girl's effort to keep herself and her two baby brothers together as a family. Her story also tells of her romantic search for her father. Grades 5-6.

Harris, Christie. Secret in Stlalakum Wild. Toronto: McClelland and Stewart, 1972.

A modern day child encounters spirits from Indian lore in the British Columbia wilds. Grades 5-6.

----------. West with the White Chiefs. New York: Atheneum, 1965.

The story of an Assiniboine boy and his parents who guide three Englishmen across the Rockies. Grades 5-6.

Hazen, Nancy. Grownups Cry Too. Chapel Hill, N. C.: Lollipop Power, 1973.

Adults and children cry when they're sad, when they're happy, and when they're angry. The theme of this book is that crying is not a sign of weakness. Grades 4.

Hickok, Lorena. The Story of Helen Keller. New York: Grosset and Dunlap, 1958.

The story of deaf, mute, and blind Helen Keller whose isolated world is opened by her loving teacher, Annie Sullivan. Grades 4-6.

Hirsch, Karen. My Sister. Minneapolis: Carolrhoda Book, 1977.

This story is written as if a young boy were talking about his retarded sister. Although this book may seem too young for Grade 5 and 6 students, the context is very relevant. Grades 4-6.

Hochschild, Arlie. Coleen the Question Girl. New York: Feminine Press, 1974.

A story of a curious little girl who asks all the right questions about the environment in which she lives. Grade 4.

Houston, James. Eagle Mask. Don Mills, Ont.: Longman Canada, 1966.

This book depicts the life and ceremonies of West Coast Indians as seen through the eyes of two Indian youths. Grades 4-5.

----------. Frozen Fire. Toronto: McClelland and Stewart, 1977.

The story of Matthew Morgan and his Inuit friend Kayak who search the wilderness around Frobisher Bay for Matthew's father whose helicopter failed to return from a prospecting trip. Grades 4-5.

----------. Kiviok's Magic Journey: An Eskimo Legend. Don Mills, Ont.: Longman Canada, 1972.

An Inuit legend about Kiviok and Kungo, a woman who could transform herself into a snow goose. Kungo and her children are spirited away by a raven and Kiviok goes on a long and dangerous search for his family. Grades 4-5.

----------. Tikta' liktak: An Eskimo Legend. Don Mills, Ont.: Longman Canada, 1965.

This is the story of a courageous young Inuit hunter who goes in search of food for his starving family. He gets caught in a large ice floe which drifts out to sea. Grades 4-5.

Jiles, Paulette. The Golden Hawks. Toronto: James Lorimer, 1978.

The Golden Hawks need a club house, but where can they find one in suburban Maple Valley Estates? When the search leads them into trouble with parents, the Mallot children and their friends decide to build a hideout of their own. Before they even begin, there is a strange adventure in an abandoned highrise and a dangerous encounter with a rabid fox. Grade 4.

Jordan, June. Fannie Lou Hamer. Toronto: Fitzhenry and Whiteside, 1975.

The story of Fannie Lou Hamer and her struggle against slavery and poverty. She fought to help blacks get the vote. Grades 4-6.

Johnston, J. Wilderness Women. Toronto: Peter Martin, 1973.

The interesting stories of eight women whose roles in Canadian history have received little attention. Grade 6.

Kaplan, Bess. Corner Store. Winnipeg: Queenston House, 1976.

Tragedy strikes the life of Rebecca Devine who describes growing up in Winnipeg during the depression. For advanced readers. Grade 6.

Kellerhals, Heather. She Shoots! She Scores! Toronto: Canadian Women's Educational Press, 1975.

A young girl fights for her right to play hockey in a boys' league. Grades 3-5.

Klagsburn, Francine, ed. Free to Be You and Me. Toronto: McGraw-Hill, 1974.

A song and story book which challenges stereotypes that distort reality for children. Grades 4-6.

Konigsburg, E. L. From the Mixed-Up Files of Mrs. Basil E. Frankweller. New York: Dell, 1977.

A young girl, Claudia, and her brother, Jamie, run away from home and hide in the Metropolitan Museum of Art in New York. There they try to solve the mystery of a statue and its maker. Grades 5-6.

----------. Jennifer, Hectate, MacBeth, William McKenley and Me, Elizabeth. Toronto: McClelland and Stewart, 1967.

Elizabeth is a very lonely girl until she meets her friend, Jennifer, a witch. Grades 4-5.

Kurelek, William. A Prairie Boy's Winter. Montreal: Tundra Books, 1973.

A charmingly illustrated book of the life of a rural prairie child. It describes both the work and the play. Grades 4-5.

Lampman, Evelyn S. The Potlatch Family. New York: Atheneum, 1976.

A valuable story about discrimination and the development of an Indian identity in a young woman and other members of a native community. Grades 5-6.

L'Engle, Madeleine. A Wind in the Door. New York: Farrar, Straus, and Giroux, 1973.

A fanciful story of the travel of Meg Murray and her companions from galactic space to the unimaginably small world of the mitochondrion with, of all things, a particular dragon. With great courage Meg Murray saves her brother from certain death. Grade 6.

----------. A Wrinkle in Time. Toronto: Scholastic Book Services, 1962.

Meg's parents are both famous scientists. Father has disappeared and three strange but lovable women tell Meg that she, her brother Charles Wallace, and friend Calvin can see her father but they must take a dangerous journey through a wrinkle in time. Grades 4-6.

Lenski, Lois. Indian Captive: The Story of Mary Jemison. New York: J. B. Lippincott, 1941.

A true account of Mary Jemison's capture by the French and Indians. At first kept by force, she later chooses to stay with her Indian family. Grades 4-6.

Lindgren, Astrid. Pippi Goes on Board. Toronto: MacMillan of Canada, 1957.

Pippi and her friends, Tommy and Annika, have fun at her house, Villa Villekulla. Grades 4-5.

----------. Pippi in the South Seas. Toronto: MacMillan of Canada, 1959.

Pippi goes to Kurrekurredutt Island to visit her father, a cannibal king. She takes her friends, Tommy and Annika. Grades 4-5.

----------. Pippi Longstocking. New York: Viking Press, 1950.

A story of the adventures of Pippi, her household, and friends Tommy and Annika. Grades 4-5.

Little, Jean. From Anna. New York: Harper and Row, 1972

The story of a German Jewish immigrant girl called "Awkward Anna" whose family was forced to leave Germany because of Nazi injustice. Once in Canada, it is discovered that Anna's problem is bad eye sight. Grades 5-6.

----------. Kate. New York: Harper and Row, 1971.

Thirteen-year-old Kate, a child of Jewish-Gentile parents, searches for her identity. During this search she learns to understand herself, her family and others. Grades 5-6.

----------. Listen for the Singing. New York: Harper and Row, 1977.

A young girl, nearly blind, confronts her own fears and the racism of others during Canada's war years. Grades 5-6.

----------. Look Through My Window. New York: Harper and Row, 1970.

Emily's calm life as a single child living in an apartment changes when they move to an 18-room house and her four cousins move in. This move lets her meet Kate, a very special friend. Grades 5-6.

----------. Take Wing. Toronto: Little, Brown and Co., 1968.

Only Laurel Ross knew her little brother was different. Laurel took care of him until one day her aunt came and also noticed James' handicap. Laurel is caught between a feeling of relief at getting help for her brother and one of guilt at exposing his handicap. Grades 5-6.

Lunn, Janet. Twin Spell. New York: Dell, 1971.

A mystery story of two sisters who, after buying an old doll, begin to experience strange dreams and stranger occurrences. Grades 4-5.

MacEwen, Grant. And Mighty Women Too. Saskatoon: Western Producer Prairie Books, 1975.

A book of short stories about Western Canadian pioneer women. Grades 5-6.

Mackenzie, Jean. River of Stars. Toronto: McClelland and Stewart, 1971.

Mackenzie deals honestly and unsentimentally with Indian-white relations in the story of fifteen-year-old Andy who learns a lot about fishing and about being an Indian in a world of whites. Grade 6.

Mann, Peggy. My Dad Lives in a Downtown Hotel. New York: Avon Books, 1974.

The experience of and attitude toward the separation and divorce of Joey's parents. Grades 4-5.

----------. There Are Two Kinds of Terrible. New York: Doubleday, 1977.

The intensely moving story of a young boy confronted with the death of his mother and his adjustment to that loss, as well as the emergence of a relationship with a father who is "kind of a cold fish." Grades 5-6.

Marquis, Helen. The Longest Day of the Year. Toronto: General Publishing, 1969.

Set in a small Saskatchewan town, Marquis' story tells of thirteen-year-old Sissy who finds herself alone with her younger siblings during a pre-Christmas blizzard. Grades 4-6.

Martin, Patricia. Kumi and the Pearl. New York: Putnam, 1968.

A delightful story about a young girl's courage. Grades 2-4.

McClung, Nellie. The Stream Runs Fast. Toronto: Thomas Allen, 1916.

This book records McClung's description of the suffrage movement in Manitoba. Grade 6.

McFadden, Fred. Abbie Hoffman. Don Mills, Ont.: Fitzhenry and Whiteside, 1978.

A description of the life of one of Canada's best athletes. Grades 2-4.

McKowan, Robin. Rakoto and the Drongo Bird. New York: Lothrop, Lee and Shepard, 1966.

This story, which takes place long ago in Madagascar, portrays traditional male and female roles. Rakota helps to rescue villagers from the slave traders. Beautiful colour illustrations. Recommended. Grades 4-6.

Mitchell, Arthur. Tobi Tobias. New York: Thomas Y. Crowell, 1975.

Biography of a black man who achieves his dream of becoming a ballet dancer and starting a school for people in Harlem. Grades 3-6.

Montgomery, L. M. Anne of Green Gables. Toronto: Ryerson, 1962.

A delightful story of Anne, an orphan, who finds a home and adventure in Prince Edward Island. Grades 4-6.

Moore, Mary F. Madame Curie. London: MacMillan, 1965.

The life and work of Madame Curie is described in this small, well-written book. Grades 4-6.

Morris, Terry. Shalom, Golda. New York: Hawthorn Books, 1971.

The story of Golda Meir, told by an author sympathetic to her personal politics and to Zionism. Advanced Grade 6.

Nichols, Ruth. The Marrow of the World. New York: Atheneum, 1972.

Canadian author Ruth Nichols creates a northern fantasy tale with strong female characters and an interesting plot. Grade 6.

----------. A Walk Out of the World. Don Mills, Ont.: Longman Canada, 1969.

Full of adventure and intrigue, this science fiction book describes the adventures of two children swept back and forth between two worlds. Grades 5-6.

O'Dell, Scott. Island of the Blue Dolphin. Boston: Houghton-Mifflin, 1960.

Karana, abandoned on an island in the Pacific, has to contend with a ferocious pack of dogs that killed her brothers, guard against Aleutian hunters, and maintain her food supply even when it requires a battle with an octopus. Grades 4-6.

Orgel, Doris. Bartholomew, We Love You! Toronto: Random House, 1973.

Sibling arguments and rivalry are forgotten when a loved pet is lost. As a result of the disappearance, two sisters discover how much they care about each other. Grades 3-4.

Osborne, Ken. R. B. Russell and the Labour Movement. Agincourt, Ont.: Book Society of Canada, 1978.

This book outlines the growth of the labour movement (mainly in Winnipeg) from 1910 to 1960. It has excellent study material and is full of photographs, study questions, and project ideas. Advanced Grade 6.

Paperny, Myrna. The Wooden People. Toronto: Little, Brown & Co., 1976.

The constant movement of an early western Canadian family causes resentment between parents and children but results in the discovery of some surprising talents in the children. Grade 6.

Pasternak, Carol, and Allan Sutterfield. Stone Soup. Toronto: Canadian Women's Educational Press, 1974.

The story of a classroom of children who, together with the school janitor, make a soup. All the children are from different countries and they each add something to it. Grades 2-4.

Petry, Ann. Harriet Tubman: Conductor on the Underground Railway. New York: Thomas Y. Crowell, 1955.

This is an inspiring biography of Harriet Tubman, a strong and courageous black woman, who led many of her people from slavery to freedom in Canada. Grade 6.

Powell, Ann. Strange Street. Toronto: Kids Can Press, 1975.

Strange Street is the story of a child who lives on a street where there are people with varied lifestyles. Grades K-4.

Pratt, Ellen. Amy and the Cloud Basket. Chapel Hill, N. C.: Lollipop Power, 1975.

Amy confronts sexism in her culture by demanding the right to do those activities traditionally done by men. Grade 4.

Pursell, Margaret Sanford. A Look at Divorce. Minneapolis: Lerner Publication Company, 1977.

This is a good book about divorce and the emotional upset it involves. Although the text may seem too young for Grades 5 and 6, the topic lends itself to class discussion. The illustrations are good because they are varied as to race and sex. Grades 3-6.

Repo, Satu. Marco and Michela. Toronto: James Lorimer, 1978.

For Marco and Michela, the children of Italian immigrant parents in a big Canadian city, there's rarely a dull moment. They fight back against the local bully, listen to their grandmother's folktales, and join in preparations for a cousin's arrival from Italy. Their father tells them about the struggles of immigrant workers in Canada, and Marco and Michela wonder what they will do when they grow up. Grade 4.

----------. What's a Friend? Toronto: James Lorimer, 1978.

Fernanda is excited when Emily moves into her downtown Portuguese neighbourhood. With her blond hair and blue eyes, Emily is the "real" Canadian friend Fernanda has always dreamed of -- or is she? The school variety show gives both girls a chance to discover what it really means to be a friend. Grade 4.

Russ, Lavinia. Over the Hills and Far Away. New York: Harcourt, Brace, Jovanovich, 1968.

Peakie's mother is involved in the labour and peace movements in 1910. Her sister is traditionally "feminine." Peakie must find her place as she grows up. Grades 5-6.

Sachs, Marilyn. The Truth about Mary Rose. New York: Dell, 1973.

Mary Rose is named after her hero aunt who died at 11 in a fire after saving everyone else in the building. In her quest for knowledge about her aunt, Mary Rose learns some painful truths. Grades 5-6.

Sealey, Bruce, ed. Stories of the Metis. Winnipeg: Manitoba Metis Federation Press, 1973.

A chronological collection of short stories, biographical sketches, articles, poems and songs about the Metis, written by Metis people. Grades 4-6.

Seonida, and Barry Dickson. About Nellie and Me. Toronto: James Lorimer, 1978.

A Home for Nellie - A smuggled kitten, a "no pets" rule and the story of Nellie McClung push Sharon into action in her housing project. It looks as though her older friend, Mrs. Davis, will loose her kitten unless a way can be found to get the rules changed.

About Clocks, Candy, Bullies and Me - It's an ordinary day. The alarm clock crashes into Billey's sleep, his mother nags him and once again he has to face Larry, the neighbourhood tough guy. But when Billy returns to the apartment, things are anything but ordinary. His brother is home from training school and his father is coming for supper. That evening the family must decide: should his father come back home to stay? Grade 4.

Smucker, Barbara. Underground to Canada. Toronto: Clarke, Irwin, 1977.

Four young slaves escape from their plantation and begin the harrowing journey to Canada on the underground railroad. The book provides exciting reading and valuable historical insights. Grades 5-6.

Sobal, H. L. My Brother Steven Is Retarded. Toronto: Collier Macmillan, 1977.

A sensitive portrayal of Beth and her retarded brother, Steven. This book is appropriate to read to the class for discussion. Grades K-6.

Stolz, Mary. In a Mirror. New York: Dell, 1971.

Bessie, a college student, wishes to become a writer. The book is written as her personal journal. She has a good friendship with her roommate, but because she is overweight, she has a limited social life. The book deals with the problem of not being "datable" in a fairly good way. Grade 6.

Streatfield, Noel. The Growing Summer. Middlesex, England: Puffin Books, 1966.

Four English children, very set in their ways and habits, go to spend the summer in Ireland with their great aunt Dymphna. She is an eccentric old woman, an herbalist who continually quotes poetry and loves privacy and independence. Here the children must learn to cook, clean and get along together on their own. During the course of the summer the stereotyped roles begin to break down, and the younger children take some responsibility for themselves. Recommended. Grade 6.

Takashima, Shizuye. A Child in a Prison Camp. Montreal: Tundra Books, 1971.

Set in Vancouver in 1942, the book provides a Japanese child's view of life in a Canadian prison camp during the Second World War. It gives a fine portrayal of Japanese-Canadian culture and is pleasantly illustrated with watercolour drawings. Grades 5-6.

Tu, Wei. Landing the Giant Sturgeon. Peking: Foreign Language Press, 1974.

A young girl and her brother living in China catch a giant sturgeon for their community. Grades 4-5.

Uchida, Yoshiko. In-Between Miya. New York: Charles Scribner's Sons, 1967.

Miya, a twelve-year-old who is discontented with her role as "in-between" member of the family, longs for modern luxeries that are beyond her father's means as the village priest. She takes on a summer job of housekeeping for her aunt in Tokyo. We get a good view of every day life of a Japanese village family and also life in Tokyo. The book touches on Japanese Buddist customs; sex roles are stereotyped. Recommended. Grades 4-6.

Van Dyke, Janice. Like the Leaves. Windsor: Summer Printing and Publishing Co.,

Miss Opekekew, a Cree Indian, introduces herself to her new class, tells them of Indian contributions to Canadian life and encourages her multi-ethnic students to do the same. The story is a little contrived and "nice" but helpful in addressing the issue of multi-ethnicity. Grade 4.

Wagner, Jane. J. T. New York: Dell, 1966.

Ten-year-old J. T. lives in a slum area of a large city. J. T. "lavishes all the love he is unable to express to people around him on a badly hurt alley cat he has found in the junk-filled empty lot." Sensitive photographs throughout. Large print, easy to read. Excellent. Grades 4-6.

White, E. B. Charlotte's Web. New York: Harper and Row, 1952.

The story of a great friendship between Wilbur, a pig, and Charlotte, a very extraordinary spider. Grades 4-5.

Williams, Jay. The Burglar Next Door. New York: Four Winds Press, 1976.

Twelve-year-old Penny Bloom loves to design and build model bridges with her friend, Amos, and wants to become an engineer. She gets involved in detective work to clear Amos of a robbery charge. She's a strong and a good friend. Grades 4-6.

----------. The Silver Whistle. New York: Parents' Magazine Press, 1971.

The story of a girl who rejects false beauty. Grade 4.

Wojciechowska, Maia. Shadow of a Bull. Toronto: McClelland and Stewart, 1964.

In this story about bullfighting it is unfortunate that women are in the shadows throughout and defer to males. However, it is a sensitive treatment of a boy who is forced to train as a bullfighter, despite his discovery that he would rather become a doctor. Grades 5-6.

Women at Work: Ontario 1850 - 1930. Toronto: Women's Press, 1974.

An outline of the history of women in the labour force. Grades 5-6.

Wright, Helen K. Nellie McClung and Women's Rights. We Built Canada Series. Agincourt, Ont.: The Book Society of Canada, 1980.

A biography of Nellie McClung which describes her commitment to the women's suffrage movement in the prairie provinces. Grade 5.

Yashima, Taro. The Crow Bay. New York: Viking Press, 1955.

An interesting story about a young Japanese boy who has unusual talents. Grade 4.

Yeh, Sheng-Tao. The Scarecrow. Peking: Foreign Language Press, 1961.

A book of short stories from China written in the 1920's and 30's. These stories challenge the elitist notions found in most children's literature. Grades 4-6.

THEMATIC BIBLIOGRAPHY

Minority Groups and Immigrants

Allinson and O'Kelly. Click. (Multi-ethnic)

Allinson and O'Kelly. Trips. (Multi-ethnic)

Allinson and O'Kelly. Wallpaper. (Multi-ethnic)

Franchere. Cezar Chavez. (Mexican American)

Freeman. Cedric and the North End Kids. (Jamaican)

Freeman. Last Voyage of the Scotian. (History - Immigration)

Greenfield. Rosa Parks. (Black American)

Jordan. Fannie Lou Hamer. (Black American)

McKown. Rakota and the Drongo Bird. (African)

Martin. Kumi and the Pearl. (Japanese)

Mitchell. Tobi Tobias. (Black American)

Pasternak and Sutterfield. Stone Soup. (Multi-ethnic)

Petry. Harriet Tubman. (Black slavery)

Repo. Marco and Michela. (Immigration)

Repo. What's a Friend? (Portuguese)

Smucker. Underground to Canada. (Black slavery)

Takashima. A Child in a Prison Camp. (Japanese)

Tu Wei. Landing the Great Sturgeon. (Chinese)

Uchida. In Between Miya. (Japanese)

Van Dyke. Like the Leaves. (Multi-ethnic)

Wagner. J. T. (Black American)

Women's Educational Press. Come With Us: Children Speak for Themselves. (Multi-ethnic, Immigration)

Confronting Bias

Barnouiw. Dream of the Blue Heron. (Racism)

Blume. Iggie's House. (Racism)

Frank. Diary of Anne Frank. (Racism)

Goned. A Fabulous Child's Story. (Sexism)

Hochschild. Coleen, The Question Girl. (Class bias)

Klagsburn. (ed.) Free to Be You and Me. (Sexism)

Lampman. The Potlatch Family. (Racism)

Powell. Strange Street. (Sexism)

Pratt. Amy and the Cloudbasket.

Repo. What's a Friend? (Racism)

Streatfield. The Growing Summer. (Sexism)

Women's Education Press. Come With Us. (Racism)

Native People and Inuit

Barnouiw. Dream of the Blue Heron.

Blades. A Boy of Tache.

Campbell. People of the Buffalo.

Cutler. I Once Knew an Indian Woman.

de Leeuw. Maria Tallchief.

French. My Name Is Masak.

George. Julie of the Wolves.

Harris. West with the White Chiefs.

Houston. Eagle Mask.

Houston. Tikta'liktak.

Lampman. The Potlatch Family.

O'Dell. Island of the Blue Dolphins.

Sealey, ed. Stories of the Metis.

Van Dyke. Like the Leaves.

Handicapped People

Hickok. The Story of Helen Keller. (Blind and deaf)

Little. From Anna. (Poor eyesight)

Little. Listen to the Singing. (Poor eyesight)

Little. Take Wing. (Learning disability)

Seonida and Dickson. Nellie and Me. (Physically handicapped)

Sobal. My Brother Steven is Retarded. (Mentally handicapped)

Poor and Working-Class Families

Cleaver. Where the Lilies Bloom.

Deveaux. Nani.

Franchere. Cezar Chavez.

Freeman. Cedric and the North End Kids.

Freeman. Last Voyage of the Scotian.

Freeman. Shantymen of Cache Lake.

Gates. Blue Will.

Jiles. The Golden Hawks.

Jordan. Fannie Lou Hamer.

Kurelek. Prairie Boy's Winter.

Repo. Marco and Michela.

Seonida and Dickson. Nellie and Me.

Wagner. J. T.

Yashima. Crow Boy.

Alternative Occupations

Aldis. Nothing Is Impossible: The Story of Beatrix Potter. (Author)

Allison and Lawrence. Women at Work Series. (Artist, veterinarian, carpenter)

Graves. Nellie Bly: Reporter for the World.

Gripe. The Night Daddy. (Male babysitter)

McFadden. Abbie Hoffman. (Athlete)

Mitchell. Tobi Tobias. (Male ballet dancer)

Sachs. The Truth about Mary Rose. (Mother is a dentist)

Stolz. In a Mirror. (Author)

Williams. The Burglar Next Door. (Engineer)

Cooperation and Friendship between Boys and Girls

Allinson and O'Kelly. Click.

Allinson and O'Kelly. Trips.

Allinson and O'Kelly. Wallpaper.

Blume. Iggie's House.

Fitzhugh. Harriet the Spy.

Repo. Marco and Michela.

Williams. The Burglar Next Door.

Fantasy and Science Fiction

L'Engle. A Wind at the Door.

L'Engle. A Wrinkle in Time.

Nichols. The Marrow of the World.

Nichols. A Walk Out of the World.

Caring - Boys and Men

Gripe. Julia's House.

Gripe. The Night Daddy.

Little. From Anna.

Wagner. J. T.

Wojciechowska. Shadow of a Bull.

Girls Don't Need To Be Pretty

Fitzhugh. Harriet the Spy.

Stolz. In a Mirror.

Williams. Silver Whistle.

Historical

Benham. The Heroine of Long Point.

Evans. Socialism.

Frank. Diary of Anne Frank.

Freeman. Shantymen of Cache Lake.

French. My Name Is Masak.

McKown. Rakota and the Drongo Bird.

Marquis. The Longest Day of the Year.

Osborne. R. B. Russell and the Labour Movement.

Paperny. The Wooden People.

Petry. Harriet Tubman.

Smucker. Underground to Canada.

Takashima. A Child in a Prison Camp.

Biography and Autobiography

Aldis. Nothing Is Impossible: The Story of Beatrice Potter.

Carr. Growing Pains.

Carr. Klee Wyck.

de Leeuw. Maria Tallchief.

Faber. Oh, Lizzie.

Frank. Diary of Anne Frank.

French. My Name Is Masak.

Graves. Nellie Bly, Reporter for the World.

McFadden. Abbie Hoffman.

Mitchell. Tobi Tobias.

Petry. Harriet Tubman.

Sickness and Death

Cleaver. Where the Lilies Bloom.

Greene. Beat the Turtle Drums.

Kaplan. Corner Store.

Mann. There Are Two Kinds of Terrible.

White. Charlotte's Web.

Alternate Families

Blume. It's Not the End of the World. (Divorce)

Child Association of America. Families Are Like That. (Variety of family situations including adoption)

Cleaver. Where the Lilies Bloom. (Single parent)

Fine. The Double Mirror. (Extended family)

Freeman. Shantymen of Cache Lake. (Single [nuclear?] family)

Goff. Where Is Daddy? (Divorce)

Gripe. Julia's House. (Single parent)

Gripe. The Night Daddy. (Single parent)

Mann. My Daddy Lives in a Downtown Hotel. (Divorce)

Montgomery. Anne of Green Gables. (Adoption)

Adventurous and Courageous Girls and Women

Aiken. Nightbirds on Nantucket.

Benham. Heroine of Long Point.

Baum. The Wizard of Oz.

Cleaver. Where the Lilies Bloom.

Dalgliesh. Courage of Sarah Noble.

Fitzhugh. Harriet the Spy.

Fitzhugh. The Long Secret.

Freeman. Last Voyage of the Scotian.

Freeman. Shantymen of Cache Lake.

Gates. Blue Willow.

George. Julie of the Wolves.

Graves. Nellie Bly, Reporter for the World.

Gripe. Papa Pellerin's Daughter.

Kellerhais. She Shoots! She Scores!

L'Engle. A Wind in the Door.

Lindgren. Pippi Longstocking.

Lindgren. Pippi Goes on Board.

Lindgren. Pippi in the South Seas.

McFadden. Abbie Hoffman.

Marquis. Longest Day of the Year.

Martin. Kumi and the Pearl.

Montgomery. Anne of Green Gables.

O'Dell. Island of the Blue Dolphins.

Petry. Harriet Tubman.

Smucker. Underground to Canada.

Williams. The Burglar Next Door.

Wright. Nellie McClung and Women's Rights.

POSITIVE IMAGE SELECTIONS FROM APPROVED TEXTS

The following material was found to have valuable social content and was taken from existing textbook series. It is easily accessible and can be used to supplement the series you use or as an alternative to biased selections. The selections are listed alphabetically by title.

"Adventures of Isabel" in Something to Remember (Gage Strategies) or Ventures (Gage New Basic Readers)

A poem about a fearless girl who conquers a bear, a witch, a giant and a doctor.

"Afraid to Ride" in Starting Points in Reading C - First Book (Ginn)

Judy overcomes her fear of riding and courageously brings help for an injured neighbour.

"All Will Go Well" in Seeking Adventure (Gage - New Open Highways)

A story about a Manitoba native girl who shows strength and courage in a rescue.

"Anne of Green Gables" in Starting Points in Reading C - Second Book (Ginn)

Anne is unhappy because she has red hair, so she decides to do something about it. This selection deals with learning to accept yourself.

"Blight" in Cavalcades (Gage New Basic Readers)

Portrays the struggle of a working class Irish family to survive the potato famine.

"Charlotte" in Ventures (Gage New Basic Readers)

An excerpt from Charlotte's Web.

"Chris Holly -- Goal" in Something to Remember (Gage Strategies)

A strong story about a girl who tries out as goalie for the school hockey team. She is a good player and is accepted.

"Courageous Leader" in Something to Remember (Gage Strategies)

A brief account of Chief Poundmaker that puts his courageous actions in true perspective.

"Crow Boy" in Ventures (Gage New Basic Readers)

A quiet boy who had hidden and unappreciated talents for native lore and bird calls finally received recognition.

"Dr. Dan" in Seeking Adventure (Gage - New Open Highways)

A story about a black Chicago doctor.

"Freaky Friday" in Starting Points in Reading C - Second Book (Ginn)

Annabel Andrews becomes her mother, Ellen, for a day and learns why her mother performs as she does. Ellen is one of the few mothers with a realistic personality in school texts.

"Frontier Doctor" in Something to Remember (Gage Strategies)

A brief account of the life of Dr. Charlotte Whitehead Ross, the first woman doctor in Manitoba.

"Get it Right on Paper" in People Like Me (Gage Strategies)

The story of a strong, intelligent mother and her sons, the Wright brothers.

"Grandmother's Books" in Cavalcades (Gage New Basic Readers)

Tells the story of a strong and courageous grandmother who immigrates to Canada from the Ukraine.

"Harriet the Spy" in Starting Points in Reading C - Second Book (Ginn)

Harriet's friends read her notebook with its secret comments about each of them, earning her their enmity.

"Herber's Boots" in Something to Remember (Gage Strategies)

A story about a poor boy who has to wear boots that are too big and that cause him embarrassment. His mother is strong and speaks out to reprimand the teacher for thoughtlessness.

"Hockey Fever in Goganne Falls" in Starting Points in Reading C - Second Book (Ginn)

A group of boys in a small Alberta town raise money to build a hockey rink. Jimmy Young Duck is one of the team and a great player. There is sensitive treatment of old Joe Taggert, a former NHL star, now the town drunk, whom they ask to coach.

"How Marilyn Swam the Lake" in Cavalcades (Gage New Basic Readers)

Marilyn Bell's courageous swim set a new example for Canadian girls.

"Interesting Jobs for Young People" in Discovering Treasure (Gage - New Open Highways)

Careers for both young boys and girls.

"Island of the Blue Dolphins" in How Many Miles (Gage Strategies)

An excerpt from the novel about a courageous Indian girl who spent eighteen years alone on an island.

"Lake Winnipeg Mermaid" in Toboggans and Turtlenecks (Nelson)

This Saulteaux folk tale was written by Alex Grisdale of the Scanterbury Reserve in Manitoba. The biography in the teacher's guide should be shared with the class since the background is as important as the tale.

"Lassie Come Home" in How Many Miles (Gage Strategies)

An excerpt from the novel by Eric Knight about a collier's son and his loyal dog, Lassie. It illustrates the class system in early twentieth century England.

"Letters from a Pioneer Girl" in Ventures (Gage New Basic Readers)

Excerpted from the book, Pioneer Girl, the letters are written by a young girl to her grandmother, describing her travels from Ontario to Saskatoon.

"Mary and the Patriarch" in Something to Remember (Gage Strategies)

A war time girl must fight snow, sea and ice to rescue sheep. She, in turn, is saved by the warmth o' the Patriarch (a ram) whom she had just saved.

"Maria Martiniz: Famed Artist" in Exploring Afar (Gage - New Open Highways)

A Tewa Indian woman becomes known for her beautifully designed pottery.

"Mis-quona-queb Passes the Trials" in How Many Miles (Gage Strategies)

A story that tells of the tests an Ojibway must pass before he can become chief, with a beautiful account of the naming of a child ceremony.

"Mountains of Iron and Steel" in How Many Miles (Gage Strategies)

A fine poem about a Mohawk Indian from Quebec who is an iron worker in New York. He returns annually with his children to the home he loves in Caughnawaga to keep in touch with "what it is like to be an Indian."

"My Brother Stevie" in Starting Points in Reading C - Second Book (Ginn)

This story sensitively examines reasons children get into trouble. Annie is concerned that her younger brother Stevie is getting into trouble. They live in a poor black neighbourhood with their grandmother. Help comes from an understanding teacher.

"My Son's Hugs" in Starting Points in Reading C - Second Book (Ginn)

A short gentle newspaper column written by a father whose son is growing up and offering fewer hugs to dad.

"On the Trail to Lost Lake" in Kites and Cartwheels (Nelson)

The straight-forward story about boys and girls is narrated in a non-sexist way.

"Our Debt to the Indians" in Seeking Adventure (Gage - New Open Highways)

The story tells about the many contributions made by native people to the early pioneers.

"Peoples' Names" in How Many Miles (Gage Strategies)

An article about names and their meanings and the similarity of names from culture to culture. It addresses the cultural diversity of Canada.

"Playing the Game" in Starting Points in Reading B - First Book (Ginn)

A poem by 2 girls about playing hockey.

"The Purple House" in Toboggans and Turtlenecks (Nelson)

An ethnically mixed neighbourhood learns to accept new neighbours from India.

"Pioneer Teacher" in Something to Remember (Gage Strategies)

A brief account of Dr. Loran Arthur De Wolfe, a Nova Scotia educator who worked all his life to humanize education.

"The Secret Heart" in Argosy (Holt, Rinehart, Winston - Canadian Basic Readers)

A poem of a father's love for a son.

"Stunning Birds of Fen Lansdowne" in How Many Miles (Gage Strategies)

A biography of Fen Lansdowne, who, in spite of being handicapped by polio, has become one of the foremost wildlife artists.

"The Substitute" in Starting Points in Reading C - Second Book (Ginn)

Keeley is a very bright boy who is under-achieving and disruptive in class. He and his Aunt Mo are very poor. A substitute changes his attitude about school and himself.

"Sudden Death" in How Many Miles (Gage Strategies)

A story about an environmental problem, air pollution, that has caused hundreds of deaths.

"Suds of Brotherhood" in How Many Miles (Gage Strategies)

A song and biographical note about Buffie Ste. Marie, Indian activist and folk singer.

"Summon the Workers" in How Many Miles (Gage Strategies)

A poem about the diversity of skilled workers needed to build a sky-scraper.

"Terry's Troubles" in Exploring Afar (Gage - New Open Highways)

Terry is afraid to show her mother her bad report card. This is a sensitive story about a poor, single-parent family. It addresses the need for children to help with the housework. The mother is sensitive and understanding.

"Thoughts on Silence" in How Many Miles (Gage Strategies)

Mary Jane Joe, a B. C. Indian girl, writes a poem about school life hundreds of miles away from her family.

"Three Young Kings" in Argosy (Holt, Rinehart, Winston - Canadian Basic Readers)

Three boys distribute rich children's presents to the poor.

"To Become a Champion" in People Like Me (Gage Strategies)

Outlines the story of five Canadian women olympic stars.

"Vi Milstead, Pilot" in Seeking Adventure (Gage - New Open Highways)

A fine selection about an assertive woman who worked to achieve her goal in life.

"W-A-T-E-R" in Starting Points in Reading B - First Book (Ginn)

A short story about Helen Keller and Annie Sullivan, her teacher.

"What Do I Remember of the Evacuation?" in Toboggans and Turtlenecks (Nelson)

A young girl's memories of the Japanese internment in Canada and racist treatment of other children.

"What Do I Want" in Starting Points in Reading B - Second Book (Ginn)

This poem is about a strong, modern native person.

"Who is Marjorie McWhirter?" in People Like Me (Gage Strategies)

Marjorie fights city hall for a pollution free river and wins.

"Wild Bird" in Starting Points in Reading B - Second Book (Ginn)

A beautiful and important story of the relationship between a grandfather and his grandson, "Wild Bird" articulates the problems of native people today.

"Wipe-Out" in Discovering Treasure (Gage - New Open Highways)

A young girl saves a cousin and her boyfriend after their recklessness gets them into trouble.

* Available through the Department of Education Library, 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3

** Available through the Manitoba Human Rights Commission Library, 200-323 Portage Avenue, Winnipeg, Manitoba, R3B 2C1

Bias

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Racism

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** * The Shocking Truth about Indians in Textbooks. Winnipeg: Manitoba Indian Brotherhood, 1974.

** * Wahbung: Our Tomorrows. Winnipeg: Manitoba Indian Brotherhood, 1971.

Classism

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** Johnson, Walter. Working in Canada. Montreal: Black Rose Books, 1975.

** Ryan, Thomas J. Poverty and the Child: A Canadian Study. Toronto: McGraw-Hill Ryerson, 1972.

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** * Ashworthy, Mary. Immigrant Children and Canadian Schools. Toronto: McClelland and Stewart, 1975.

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